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SOCIAL AND CULTURAL FACTORS RELATED TO SCHOOL ACHIEVEMENT.
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THE FAMILY CHARACTERISTICS, PEER RELATIONS, PERSONAL VALUES, AND ATTITUDES WHICH DISTINGUISH BETTER FROM POORER READERS, AND TEACHER CHARACTERISTICS RELATED TO IMPROVEMENT OR DECLINE IN READING ABILITY BETWEEN THIRD AND SIXTH GRADE TESTING POINTS, WERE INVESTIGATED. INTERVIEWS WERE CONDUCTED WITH 705 6TH, 8TH, 10TH AND 12TH GRADE STUDENTS WHO WERE NEARLY ALL NEGRO. AN ADDITIONAL 758 STUDENTS IN THE SAME GRADES COMPLETED A QUESTIONNAIRE. THE SAMPLE WAS SELECTED FROM THIS UNIVERSE ON THE BASIS OF AVAILABILITY OF THIRD AND SIXTH GRADE READING SCORES AND GROWTH IN READING ABILITY DEMONSTRATED BETWEEN THESE TWO POINTS. ALSO INTERVIEWED WERE THIRD, FOURTH, AND FIFTH GRADE TEACHERS WHO COULD BE MATCHED WITH STUDENTS IN THE SAMPLE. BASED ON THEIR READING ABILITY MEASURES, THREE CATEGORIES OF STUDENTS WERE COMPARED WITH RESPECT TO SOCIAL AND CULTURAL CHARACTERISTICS. STUDENTS WERE ALSO COMPARED ON THE BASIS OF SEX AND GRADE LEVEL. SOME FACTORS WERE CONCEIVED AS POSSIBLY AFFECTING READING LEVEL AND GROWTH, WHILE OTHERS WERE BELIEVED TO BE AFFECTED BY THOSE FACTORS. DESPITE FAVORABLE ATTITUDES AND ORIENTATIONS TOWARD SCHOOL AND TEACHERS, MOST STUDENTS SHOW A DECLINE IN READING ABILITY BETWEEN THE THIRD AND SIXTH GRADES. VERY FEW VARIABLES SEEM STRONGLY ASSOCIATED WITH ABILITY OR GROWTH. IT IS TENTATIVELY CONCLUDED THAT STUDENT PERFORMANCE IS A FUNCTION OF THE INTERACTIONS BETWEEN PERSONAL, PEER OR FAMILIAL CHARACTERISTICS, AND SCHOOL CHARACTERISTICS. (SK)

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# SOCIAL AND CULTURAL FACTORS RELATED TO SCHOOL ACHIEVEMENT

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U.S. DEPARTMENT OF
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Office of Education
Bureau of Research

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# SOCIAL AND CULTURAL FACTORS RELATED TO SCHOOL ACHIEVEMENT

Project No. 2071
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BERNARD GOLDSTEIN, HARRY C. BREDEMEIER,
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June 1967

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URBAN STUDIES CENTER
RUTGERS-THE STATE UNIVERSITY
NEW BRUNSWICK, N. J.

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Some of the many other persons whose work was indispensable to the study are named on the following page.

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# PART I.

# INTRODUCTION: PROBLEM AND OBJECTIVES

## Part I. Introduction: Problem and Objectives

The research on which this report is based was designed as the first phase of an "Expanded Opportunities Program," developed jointly by the Urban Studies Center of Rutgers-The State University, and official representatives of the Mid-Atlantic city government, school system, public and private welfare agencies, police department, and churches. The primary purpose of that Program, designed during 1962 and 1963, was to determine, over a period of seven years, the relative efficacy and costs of several alternative modes of improving the life chances of a school-age population. The action-research program failed to be funded, owing in largest part to the appearance in 1964 of the Economic Opportunity Act, heralding the War on Poverty, which was and remains distinctly more action-oriented and less research-oriented than the Program evolved by the University and the city agencies.

By that time, however, the research reported on herein had been launched and had gained a momentum of its own which carried it to completion, even though the much larger program of which it had been originally conceived as a small part was dead. Moreover, a companion research project, designed to investigate the family lives of the students studied in the present research, was not funded when the action project collapsed. The present research, therefore, which in the end stands alone, would have been designed very differently had it been intended to stand alone from the outset.

As it stands, the objective of the research is to explore the nature and extent of the relationship between a series of independent variables and differential school achievement among a population of predominantly Negro students in a residential district commonly perceived as a low income area. The study area was that served by one senior high school (selected as the target area for the action-research program by the Superintendent of Schools) and two junior high schools, together with eight feeding elementary schools, three of which were used in this study.

The area, which we shall call the Denmark Vesey School District, is described in Tables F1-F10, in comparison with (a) another high school district in the same city (the "Gabriel Prosser" district), (b) the city as a whole (Mid-Atlantic City), and (c) the Standard Metropolitan Statistical Area within which the city is located. The tables are based on analyses of block and census tract figures from 1960 Census reports. (See Appendix F)

Briefly, the Denmark Vesey area was (in 1960) 69% non-white (overwhelmingly Negro, with only 4% being Puerto Rican). A fourth of both the Negro and white families received less than $3,000 per year, while somewhat less than a third of each earned $6,000 or more. Eighty-four percent of the Negro males over 14 years of age were in the labor force, but 10 percent of them were unemployed. (The Denmark Vesey district had the largest proportion of males in the labor force of any of the districts and racial groups compared, and the smallest proportion of females, except for white females in the same district.) Three-fifths of the employed males were operative, service workers, or laborers; ten percent held clerical or sales jobs, and about the same proportion were craftsmen or foremen. The age distribution of residents of the district was about the same as that for the other school district, the city, and the SMSA. Among Negroes in the district, the "separated or divorced" rates were about the same as among Negroes in the other district, the city, and the SMSA.

Forty-seven percent of Negroes in the district lived in housing that was either dilapidated or deteriorating (compared to 67% of those in the adjoining high school district); and all Negroes paid an average of $72.00 monthly gross rental (compared to $65.00 in the Gabriel Prosser district). The minority of whites in the area enjoyed better housing and paid less rent.

Over a third of the Negroes in the district had lived in the same house five years earlier; and over three-fourths had lived in Mid-Atlantic City. Only 14% had lived outside the SMSA. (The mobility of Negroes in the adjoining district had been somewhat less; and that of whites in both districts still less.) About a third of the Negroes in the Denmark Vesey area had had less than 8 grades of education; 16 percent were high school graduates, and less than 3 percent were college graduates. (The corresponding figures for the neighboring Gabriel Prosser district are 42, 13, and 1.)

In 1962, the Denmark Vesey district had about 14 percent of the city's population, but at least twice that proportion of the following criminal offenses occurred there: rape, robbery, aggravated assault, burglary, other assaults, offenses against the family or children, violation of liquor laws, and "other offenses." (See Table F10. Data were supplied by the Mid-Atlantic Police Department.)

In a word, the district from which we drew our sample of students was not quite the most disorganized area of Mid-Atlantic City; but it unmistakably showed the signs of low income and disadvantage.

# PART II.

# METHOD AND DESCRIPTION OF THE SAMPLE

## Part II. Method and Description of the Sample

The main question of this study is, What are the differences between the social, cultural, and personal attributes and experiences of children from a low income, racially identified, central city community-area who do well in school, and those children from the same community who do not? In other words, we are concerned with the "deviant cases" among a population who, in general, achieve less well in school than more advantaged children.

During the school year of 1963, we obtained selected background and school performance information from the school records of students in grades 6, 8, 10 and 12 of the Denmark-Vesey School District. Those students for whom both third and sixth grade reading test scores were available were designated the universe from which we would eventually select our interview sample.

Since a major objective of the research was to discover and analyze variables in the student's life that might be associated with education and learning, we developed a measure which describes the student's reading ability relative to his peers at both the third and sixth grades. We first computed the mean and standard deviation for the third grade reading scores of the eight peer groupings within the universe: male and female students for each of the four grades. We determined that if a student was 1/2 a standard deviation or more below the mean for his peer-group at the third grade, he was relatively "Retarded" (or "Low") at that time period; if he was within 1/2 a standard deviation around the mean, he was "Normal" (or "Average" or "Medium") at the third grade; and if he was 1/2 a standard deviation or more above the mean, he was relatively "Precocious" (or "High") at the third grade.

We then computed the mean and standard deviation of the sixth grade reading scores for the same eight peer groupings, and, using the same cutting point, again compared the student's score with the norm of his peers. Each student was then designated either "High," "Medium" (or "Average"), or "Low" at the sixth grade.

A further comparison was made to indicate whether or not the student grew in reading ability relative to the norm for his school grade. A "Growth Score" was calculated for each student by subtracting the number of months behind the national reading norm the student was in the sixth grade, from the number of months behind the national norm he had been in the third grade. (Thus, if a student's reading score was 6.2 in the second month of his sixth grade, he was reading at the national norm. If his reading score in the second month of the third grade had been 3.0, he had been two months behind the national norm at that time. His growth score would be +2, which would mean that he had improved by two months between his third and sixth grades.)

The Growth Scores were then averaged for each sex at each grade separately. Standard deviations were calculated; and students whose growth scores were half a standard deviation or more below the mean were labelled Decliners; those with growth scores within the mean plus and minus half a standard deviation were labelled Constants; and those with growth scores half a standard deviation or more above the mean were labelled Accelerators.

After the student was located as slower, about the same, or faster in reading growth relative to his peers over the three-year period, his standing relative to his peers at the point of origin (third grade reading level) was compared. This classification resulted in the designation of nine logically different types ("Growth Classes") of students (Figure 1).

Figure 1. Classification of Students by Third Grade Reading Scores and Growth Scores.

| | Rate of Growth Between 3rd and 6th Grades | | |
|---|---|---|---|
| Third Grade Reading Score | Decliners (Slower rate of growth between 3 and 6 than peers) | Constants (Same rate) | Accelerators (Faster rate) |
| Low | Declining slow learners (1) | Normalizing slow learners (2) | Catching up late starters (3) |
| Medium | Declining normals (4) | Constant normals (5) | Accelerating normals (6) |
| High | Declining precocious (7) | Normalizing precocious (8) | Accelerating precocious (9) |

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| High | Declining precocious<br>(7) | Normalizing precocious<br>(8) | Accelerating precocious<br>(9) |

For sampling purposes, it was decided that it would be most useful to interview in particular those students in Growth Classes 1, 3, 7 and 9 in Figure 1. Theoretically, they should be the students whose attitudes and styles of life were noticeably different. These students, it was thought, would provide useful insights into factors associated with differential learning and reading achievement. The sampling plan developed specified that all students available and willing to be interviewed in those Growth Classes would be selected for interviews. It was hoped that 100 boys and 100 girls in each of the four grades (6, 8, 10 and 12) could be interviewed. Where this quota could not be met by interviewing everyone available in Growth Classes 1, 3, 7 and 9, the interview sample was supplemented by selecting students in Growth Class 5 (the "Constant Normals") -- since, theoretically, they could provide a further useful comparison with the Decliners and Accelerators already selected.

Table E11 indicates the number of students in each of the specified universes (the denominator of the fraction); the number of students included in the interview sample (the numerator of the fraction); and the percentage of each of the 72 "universes" interviewed. It is notable that only with respect to the interviews of girls (primarily girls in grades 6, 8 and 10) were we able to approximate our sampling plan. In numerous instances among the boys the interviewers had to select available students from among Growth Classes 2, 4, 6 and 8, and were not able to obtain interviews with even 50 percent of the students in the intended sample.

Tables E12 and E13 provide a comparison of students in the universe and sample, by sex and grade, for the two reading measures and the growth measure derived for each student. Among the 6th and 8th grade boys, no growth class is under or over-represented in our interview sample. Among the 6th and 8th grade girls, Growth Class 1 is somewhat over-represented, and Growth Class 2 is somewhat under-represented. Among the 10th and 12th grade boys, again, the interview sample does not deviate markedly from the universe; but among the 10th and 12th grade girls, Growth Classes 2 and 8 are under-represented, and Growth Classes 5 and 9 are over-represented. The sampling plan was met fairly well for the girls; deviation from the sampling plan for the boys resulted in a more accurate representation of all Growth Classes of the universe.

## Starting Points and Changes in Reading Scores and I.Q.'s

Since the main body of this report deals with the relationship of various student (and teacher) characteristics to students' reading abilities, it will be well here to present a descriptive over-view of the kinds of students we shall be discussing, with respect to their reading ability. In addition we shall describe their I.Q. scores. (Data are shown in Tables E23 and E24.)

The 378 girls in our sample* had, in the 3rd grade, an average I.Q. score of 96.7; the 327 boys had an average of 95.1. In the 6th grade these children were tested again; and there was little change. The girls' average was 98.8, the boys', 95.5.

With these slightly below average I.Q.'s, the boys were, on the average, nine months behind the national norm in reading ability at the 3rd grade; and the girls were six months behind. By the 6th grade, the boys had fallen to a year and four months behind the national norm; and the girls, to a year and three months. The result of their 3rd, 4th, and 5th grade education, in other words, was that the boys lost an additional five months and the girls lost an additional seven months.

These, to repeat, are figures for all of the 6th, 8th, 10th and 12th graders in our sample. They include, then, a sample of all the approximately eleven-year-olds in the district (we are assuming that most of them started first grade at age 6, and were age eleven in the sixth grade), but a sample of only a very biased sample of the 16-17 year-olds -- namely, those who had not dropped out. It is instructive, therefore, to look more closely at the scores and the changes in those scores for the 6th graders and 12th graders separately.

When the boys who were in the 6th grade in 1963 had been in the 3rd grade (that is, in 1960), their average I.Q. was 92.1. When the relatively "elite" boys of the 1963 twelfth grade had been in the 3rd grade (i.e., in 1954), their average I.Q. was 96.9. There may be a slight suggestion, then, that the boys who survive until the 12th grade start out in the 3rd grade with a slight advantage.

Other evidence, though slight, is not inconsistent with such a possibility. The general mass of 6th grade boys lost a little I.Q. ground during their 3rd, 4th, and 5th years, their average I.Q. declining from 93.0 to 91.4. Not so, the surviving 12th graders -- they are the ones who grew a little in I.Q. between their 3rd and 6th grades, moving from 96.9 to 98.7.

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*The N differs slightly between the interview sample and the questionnaire sample.

The story for girls is the same, only not so marked: The 6th graders had an average I.Q. of 97.2 in the 3rd grade, which became 98.0 by the 6th; whereas the elite 12th graders were recruited from those who in the 3rd grade had an average I.Q. of 96.7 which had grown minutely by the 6th grade to 98.8.

In terms of I.Q., in short, it is conceivable that those who survived to the 12th grade were slightly more "intelligent" in the 3rd grade and had experiences that benefitted their intelligence between the 3rd and the 6th grades. Even if this is conceivable, however, there is some suggestion that it is not so much their slight initial advantage in the 3rd grade that accounts for the "eliteness" of those who survive to the 12th, as their more beneficial experiences *between* the 3rd and the 6th grades. The suggestion comes from their reading scores.

Sixth grade boys were, in their 3rd grade, a year and a month behind the national norm, on the average. Survivors to the 12th grade are those who had been two months better than that (that is, nine months behind grade level) in *their* 3rd grade. Between their 3rd and 6th grades, however, the 1963 sixth graders lost, on the average, an *additional* eight months (they were a year and nine months behind in the 6th grade), whereas those members of the 1957 sixth grade who survived to the 12th were those who between *their* 3rd and 6th grades had almost held their own: They were nine months behind in the 6th grade, compared to seven months behind in the 3rd.

What about the girls?

The 1963 sixth grade girls were, in the 3rd grade, on the average, at a level six months behind their national age peers. By the 6th grade, they had fallen an *additional year* behind, reading at a 4.6 level. The 1957 sixth grade girls who survived to the 12th had read in the 3rd grade at almost the *same* level as their 1963 younger sisters (2.7), but between the 3rd and 6th grades had fared better, falling "only" an additional seven months behind.

Let us put all this in a summary way, by assuming that we are not talking about the 1954 third grade records and the 1957 sixth grade records of 1963 twelfth graders; but that we are talking instead about all 3rd and 6th graders of any year, on the one hand, and that fraction of them who go on to the 12th grade, on the other. We then observe the following differences:

1. In the 3rd grade, the boys who will survive have, on the average, about a four I.Q. point of advantage

over the average for all 3rd grade boys. Girls destined for survival had only a one I.Q. point advantage.

2. In terms of reading ability, the average fate of these 3rd grade children is to be below the national average for their grade, boys being further below than girls. Their average fate is also to fall still further below during their 3rd, 4th, and 5th grades, boys falling from nine months behind in the 3rd grade to a year and four months behind in the 6th, and the girls falling from six months behind in the 3rd to a year and three months behind in the 6th.

3. Children destined to survive until the 12th grade have different experiences. The surviving girls are just as retarded in the 3rd grade as the average 3rd grader, but gain ground during their 3rd to 6th school years (winding up in the 6th grade four months less retarded than all 6th graders although still well over a year behind the average girls in the nation). The survival-destined boys are a little less retarded in the 3rd grade than all third graders in their school (seven months as opposed to eleven months), and lose only two additional months by the 6th grade as compared to an additional eight months loss by all 6th graders.

It is illuminating to look still closer at the reading records of these children. Let us begin by noting the obvious fact that, whatever the average 3rd grade reading score of children, there are always some children above that average and some below it. As described above, we classified students into "Lows," "Mediums," and "Highs"* on the basis of their third-grading scores, depending on their relationship to the average 3rd grade score of their class and sex peers.

On the average, our "Low" boys were a year and seven months behind the national norm; our "Mediums" were a year behind; and our "High" boys were only a month behind. These are the 6th grade boys; those who made it to the 12th grade were better in each category: The "Lows" among them were a year and four months behind; the "Mediums", eight months behind; and the "Highs", three months ahead.

We are primarily interested at the moment, however, in the differential fates of these three kinds of children during their 3rd, 4th, and 5th years. What happened to them?

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*Sometimes referred to, respectively, as "Retardeds," "Normals," and "Precocious."

The 6th grade "Lows," starting off a year and seven months behind, wound up two years and four months behind; the "Mediums," starting off a year behind, would up a year and seven months behind; and the "Highs," starting off a month ahead, wound up a year and a month behind. In other words, the "Lows" lost an additional seven months; the "Mediums" lost an additional seven months; and the "Highs" lost a full year.

What about the comparative elite who make it to the 12th grade? They are the ones, for the most part, who had whatever it takes to benefit from the school's 3rd, 4th, and 5th grade treatments. The "Retardeds" among them lost less -- "only" an additional six months, compared to seven months for all 6th grade "Retardeds." The "Normals" lost only an extra three months, compared to seven months for all 6th grade "Normals"; and the "Precocious" gained five extra months, compared to a loss of ten months for all "Precocious."

Let us look at the girls in the same way -- first the 6th graders; then the 12th grade survivors.

"Retarded" girls were a year and four months behind in the 3rd grade; "Normals," seven months behind; "Precocious," three months ahead. During their 3rd, 4th, and 5th years, all three types of girls had roughly the same experience -- they lost an additional nine to twelve months. (The "Precocious" girls went from three months ahead to six months behind.)

The 12th grade survivors among the girls had somewhat different fates: The "Retardeds" started off like all "Retardeds" -- a year and three months behind. Like all "Retardeds," also, they were even further behind in the 6th grade (two years); but still they were more able to benefit from the school's treatments, losing only an additional seven months compared to most girls' eleven months. "Normal" girl survivors also were essentially like all "Normals" in the 3rd grade, but different in that they lost only an extra eight months instead of a year and two months. Finally, "Precocious" girl survivors were like all "Precocious" girls in the 3rd grade (four months ahead) and in falling behind during the next three years; only, like all survivors, they fell behind a little less -- losing only six months instead of nine.

It is, then, the fate of most of the students we have studied to start out in the 3rd grade behind national norms in reading ability, and to fall further behind during their 3rd, 4th, and 5th grades. Different ones among them, however, start out at different levels, end up (in the 6th grade) at different levels, and progress (or decline) at different rates between those two periods.

It was in order to explore the social factors associated with those differences that we interviewed and questionnaired the students and their teachers.

## The Sample and the Universe

The analysis of the interview data has been made for 36 major sub-populations: for each sex, grades 6 and 8 have been combined and designated the younger students, and grades 10 and 12 combined have been designated the older students. For each of these groups, we have analyzed each variable by the third grade reading level relative to peers, the 6th grade reading level to peers, and reading growth. Because of the small number of cases in each of the nine Growth Classes, the "reading growth" categories contain the students who (a) declined in reading ability (Growth Classes 1, 4 and 7); (b) remained constant in reading ability (Growth Classes 2, 5 and 8); and (c) accelerated in reading ability (Growth Classes 3, 6 and 9).*

Tables E12 and E13 show the distribution of students among the three reading measures for the universe and samples. We are able to observe, for example, that out of the 117 sixth and eighth grade boys in the universe who were retarded (low) in reading ability at the third grade, 60 (or 51 percent) of them were also low at the 6th grade; 44 (or 38 percent) were average (or medium) in reading ability at the 6th grade; and 13 (or 11 percent) were high at the 6th grade. Further, out of the original 117 students, 29 (or 24 percent) declined in reading "growth" between the 3rd and 6th grade, 61 (or 52 percent) remained constant, and 28 (or 24 percent) accelerated. Our interview sample is somewhat under-representative of the universe of the 6th and 8th grade boys who were precocious at the 3rd grade and were average in reading ability at the 6th grade, and somewhat over-representative of the same group of precocious boys who were high in reading ability at the 6th grade. Among the 6th and 8th grade girls, the sample is somewhat over-representative of students who were normal in reading ability at the 3rd grade and medium in reading ability at the 6th grade; and among the 10th and 12th grade girls, the sample is somewhat over-representative of the normal 3rd grade readers who were medium readers at the 6th grade.

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*The tables which are derived from the interview data all contain indications of the numbers of students answering each question. This number varies from table to table because in some cases, the questions were not appropriate (to the time of year, for example), or the students did not have an opinion on the issue or had not experienced the activity in question.

Comparison of the universe with interview sample with regard to 6th grade reading scores reveals that our sample does not deviate markedly from the universe.

The Self-Administered Questionnaire

The self-administered questionnaire was given to all students in grades 8, 10 and 12 of the senior high school and two junior high schools in the Denmark-Vesey School District who were present on the day of administration in the Spring of 1964. (Sixth graders were not included because it was anticipated that they would have trouble completing the questionnaire.) A total of 1276 students (506 boys, 770 girls) filled out two different versions of the form: 645 filled out Form A (Appendix G); 631 filled out Form B (Appendix H). We have information on 3rd and 6th grade reading levels from the school records for 758 of the 1276 students.* Of these 758 students, 379 filled out Form A of the questionnaire, and 379 filled out Form B. The analysis of items in the questionnaire has been with the data for grades 8, 10 and 12 combined. The questionnaire sample, by sex, for each of the reading measures, by Form of Questionnaire for grades 8, 10 and 12 combined is shown in Table E14.

Comparison of the universe for grades 8, 10 and 12 with the questionnaire sample for whom reading scores were available and the interview sample is made in Table E15. The questionnaire sample does not deviate from the universe in any respect when comparisons are made between 3rd grade reading levels, change between 3rd and 6th grade standings, and growth. When the same comparisons are made between the universe and those who both filled out the questionnaire and were also interviewed, there is only one deviation: a larger proportion of the students who were normal in reading ability at the 3rd grade and also medium in reading ability at the 6th grade (68%) are in both the questionnaire and interview samples than are found in the universe or in the entire questionnaire sample (56%). Comparison of the universe with questionnaire sample and questionnaire-interview sample shows that the questionnaire-interview sample underrepresents to some extent the students who were low in reading ability at the 6th grade.

All tables which report findings based on the questionnaire are based on data for (a) the Sample Total (designated "ST" on some tables -- all students who filled out the questionnaire (N=1276 for questions on Forms A and B);

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*Analysis shows no significant difference between answers to questionnaire items given by students for whom we have reading scores and students for whom we do not have this information.

(b) Total Boys and Total Girls (designated "T" in the appropriate sections) -- all students who answered the question on the particular form of the questionnaire; and (c) boys and girls in the standard reading categories on our three reading measures. This latter sample refers to those students shown in Table 14 and presented as the "Questionnaire Sample" in Table 15.* (If an item appeared in both forms of the questionnaire, the sample N would be the total of the two appropriate columns of Table 14.)

Most of the tables which present data from the questionnaire (note: not the interviews) contain one figure which reflects, for example, the percent "high" on each item. Included in each table is a key which explains how the items were dichotomized. In addition, summary percentage difference columns for each of the three reading measures are shown. The advantage of this summary measure (epsilon) is that a glance down the column can readily reveal whether or not the hypothesis of relationship is upheld. In some instances, the hypotheses of relationship state that we expect more accelerated (or high) readers than decliners (or low readers) to subscribe to a particular value or behavior. In this case, we indicate at the top of the column that the figure represents A-D (accelerators minus decliners). We then expect to find all positive epsilons in the column. If our hypothesis were reversed, we would head the column "D-A" and, similarly, expect positive epsilons.

We show two additional aids to analysis on each table (or dimension): First, we give a summary figure (for each "A-D," or "H-L" column), shown as a fraction, which totals the number of items for which positive epsilons were obtained over the number of items on which there was some difference between the highest and lowest reading categories (a difference of at least two percentage points). An example is the figure, "A > D=10/13" which is read as follows: "on ten out of thirteen items, a higher proportion of accelerators than decliners gave answers interpreted as 'high' on the particular dimension." Comparison of the figure in the denominator with the total number of items in the dimension also indicates the number of items on which "no difference" was found between the accelerators and decliners.

When the percentage figure for the middle category of readers (constants, or "average" readers) does not lie between that for the decliners and accelerators (or low and high readers), we have added a symbol "x" to the figure in the middle colmn -- to indicate that it is

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*In general, the number of students answering each questionnaire item is shown only where the N deviates markedly from that of the figures in Table E14.

"out of line," or inconsistent with our overall hypothesis. (Again, we consider that differences of two percentage points or less reflect no real difference.) It is important to note that these inconsistencies may reflect two different states of inconsistency: that in which a greater percentage of constants (or average readers) than decliners or accelerators (or low or high readers) are "high" on a particular item; and that in which a smaller percentage are. Where considered useful for overall understanding of the findings, as for example when a particular pattern of inconsistencies emerges, these differences are pointed out in the text.

Finally, it is useful in some instances to know when a relationship reaches statistical significance -- in addition to providing suggestions of possible tendencies and associations. Table E16 can be used as a rough guide to indicate the percentage differences required between sub-populations in order to achieve statistical significance at .05 for a two-tailed test.*

## The Research Instruments

The interview guide (Appendix I) contained questions covering major areas (family, school, peer relations) of the student's life in order to learn more about those aspects of his life that may affect his attitudes toward education and learning. The overall objective of this analysis was to provide clues to those factors which serve as sources of motivation and aspiration and which result in differential reading achievement among the sample population.

The self-administered questionnaire (Appendices G,H) was developed to study several dimensions thought to either have an effect on or be affected by reading growth and reading ability. Questions dealing with:

-- Family Stability (page 2)
-- Family Structure (page 2)
-- Self-Concept (page 3)
-- Anomia (page 3)
-- Self-Concept of Ability (page 4)
-- Sources of Family Conflict (page 5)

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* Even though we did predict expected direction in some instances (notably during the analysis of items from the questionnaire), the overall objective of this research was to attempt to document variables that make a difference -- in either direction -- to the students. Accordingly, Table E16 contains approximate values necessary for the two-tailed test of significance. The corresponding values for a table of a one-tailed .05 level of significance would be about three to five percentage points greater than those in Table E16.

were included in both forms of the questionnaire. Students who answered Form A of the questionnaire (Appendix G) supplied additional data about their--

- -- Attitudes Toward School and Education (page 6)
- -- Feelings About Daily Routine (page 7)
- -- Friends' Feelings About Other People (Values) (page 7)
- -- Attitudes Toward Religion, Family, and Education (page 8)
- -- Risk-Taking Orientation (page 9)
- -- Political and Economic Alienation (page 10)
- -- Belief in the Provisions of the Bill of Rights (page 11)

Those who answered Form B of the questionnaire (Appendix H) supplied differently additional information about their--

- -- Knowledge of Political Leaders (page 2)
- -- Feelings About the Importance of Achievement (page 6)
- -- Educational Aspirations and Expectations (pages 6,7)
- -- Attitudes Toward Unions, Management, and the Field of Law (page 8)
- -- Exposure to Mass Media (page 9)
- -- Relative Allocation of Time to School or Non-School Activities, and Reference Group Information Dealing with Approval by Friends and Teachers of Such Activities (pages 9-11)

All research instruments and the rules governing their application were prepared by staff members and submitted to the administrative officials of the school system for approval. The instruments and rules were modified as necessary, pre-tested in the field with students comparable to those to be selected for interview (for instance, students from the DVSD who did not have third and sixth grade standardized reading tests scores on their official school records), and then prepared for actual data collection. In only one instance was there difficulty with the school administrators about any aspect of the research design or procedure. This instance concerned a segment of the personal interview form dealing with the attitudes of youth about sex. This area of inquiry was eliminated from the personal interview form.

Note should be made of the fact that the 12th, 10th, 8th, and 6th grade personal interview forms or guides were not identical. The basic categories or substantative frames of reference were the same in all versions; however, 6th grade students, for instance, were not capable of responding adequately enough for our purposes to the fullness of the guide used for 12th grade students.

A Field Office was established in the DVSD of Middle Atlantic near the senior high school. Interviewers were recruited, trained, and taken through field-trials with students who were not eligible to be included in the universe because of grade placement or the absence of 3rd and 6th grade tests scores on their school records. Several criteria guided the recruitment of interviewers. All interviewers engaged for field work had some previous experience as interviewers. The field procedure settled upon was that Negro students were to be interviewed by Negro interviewers and white students by white interviewers. The sole intent here was to attempt to enhance the validity of the materials collected by the method of the personal interview; or to avoid the possible effects of cross-race interviewing. We proceeded similarly with sex; recruiting males to interview the boys and females to interview the girl students. We attempted to select interviewers, as far as possible, who resided in or knew well the DVSD. We did not wish to employ interviewers who had been or were employed or known in the area as welfare workers, parole or probation officers assigned to the area, or other official or semi-official positions that may have been defined unfavorably by the residents of the community area. We did not permit an interviewer to conduct an interview with a student with whom there was previous acquaintance. Finally, all interviewers were required to undertake a training program which averaged about eight hours, exclusive of pre-test and pre-trial interviews and evaluations.

Several themes were deliberately stressed during the training of interviewers. First, the interviewers were brought around to know precisely the purposes of the research project -- in terms of the University, the City, and the community residents. Second, the attempt was made to develop among them an enlightened awareness of the nature and the types of data and materials required by the research questions. Third, the interviewers were made intimately familiar with the instruments and tools that were to be used to obtain data -- strategy as well as structure is included here. Fourth, interviewers were trained or pre-tested, with the personal interview guide, under supervision. Some were always hired and others not as a result of these field tests. Finally, the interviewers were oriented to conceive of their participation in the project, not in terms of a mere part-time job, but in terms of members of a cooperative research team. Many interviewers made valuable contributions to the design and the procedural administration of the data collectional instruments.

The first draft of the personal interview form was completed at about the end of the initial interviewer training session. We were able, therefore, to use the opportunity to pre-test the instrument as well as field-test the interviewers. This coincidence contributed directly to the development of a greater sense of involvement in the research study by the interviewers. Their reactions, criticisms, and recommendations were solicited and used in the final preparation of the personal interview form. It should be noted here that almost all staff members conducted personal interviews. However, the bulk of this part of the data collection process was performed by part-time, experienced, interviewers recruited and trained specifically for this purpose.

All interviews were conducted in private sessions including only the adult interviewer and the student. At least two different sessions were planned due to the amount of material to be collected and the qualities of interaction desired within the context of the interview setting. The time range for all personal interviews extended from approximately 2 to 8 hours; the length varying by grade level. Most interviews were conducted in the suite of offices making up the Field Office. Others were infrequently held in the students' homes, and a few were conducted in the several school buildings attended by the students.

## Comparison of Our Sample With Other Studies

We note first that throughout this report we do not distinguish between Negro and white students in our sample, because over 95 percent of our respondents were Negro. (Ninety-six percent of the interview sample; 96% of the questionnaire sample; and 95% of those who both were interviewed and completed questionnaires.)

Since several of the items in our questionnaire had been used previously by other researchers, further comparisons are possible between our questionnaire sample and various other samples.

### Self-Concept of Ability

One of the items in our series of questions dealing with "Self-Concept of Ability" was in James Coleman's recent study conducted for the U. S. Office of Education./8 Among Coleman's sample of Negroes in northeast metropolitan schools only 8 percent of the (12th grade) students felt they were "among the brightest" when compared with other students in the same grade, and 37 percent felt they were "among the brightest" or "above average." In our sample, when asked a comparable question, four percent felt they were "among the best" and only 26 percent felt they were "among the best" or "above average."

Items from Coleman's earlier study of adolescents in ten schools in Chicago and its suburbs included a series of questions in Form A dealing with attitudes toward school and education.[4] The schools in Coleman's study were all located in northern Illinois and were selected to represent diverse types and sizes of schools encompassed within the wide range of community composition exhibited by the schools. The range of schools included in Coleman's study (roughly, from prosperous farming or farming and industrial community to a working-class parochial boy's school in the center of a large city to new working-class suburbs to small cities to a well-to-do-suburb)[5] contrasts with the Denmark-Vesey School District in an old center city in Middle Atlantic with the subjects of our study largely Negro and coming from deprived neighborhoods. The comparison of responses by the students in our questionnaire sample with those in Coleman's study is made in Table E17.[6]

There are clear indications, for both sexes (but for girls more so than for boys), that the students in our sample value being remembered as a "brilliant student" significantly more than do those in Coleman's study. In addition, the girls in Coleman's study had aspirations to be remembered as an "athletic star" significantly more than do the students in our sample, and both boys and girls in our sample are significantly less likely to want to be remembered as "most popular." Clearly, if Coleman's students are typical of an adolescent sub-culture, our students do not seem to have internalized the same sort of definitions about school and school activities.

### Feelings About Daily Routine

A series of eight questions dealing with Feelings About Daily Routine, based on questions asked by Hamblin in his St. Louis delinquency control planning project,[11] were included in Form A of the questionnaire. Hamblin's teenagers lived in the "area of transition surrounding the central business district."[12]

A comparison of Hamblin's sample of Negro boys and girls with our total sample, primarily Negro, from an underprivileged area of a Middle Atlantic central city, is shown in Table E18.

In most instances, a significantly greater proportion of students in our present sample, than adolescents in Hamblin's St. Louis study, are satisfied with ("like very much") various things about their daily lives. This is true for both boys and girls with regard to clothes, the life they live, and, for girls, the school, the place they live, and the neighborhood (boys showed a similar though not so strong tendency for a larger proportion of respondents in our sample than in Hamblin's to like the school and enighborhood); and for both boys and girls there was a slight tendency for a larger proportion in our sample than in Hamblin's to be satisfied with their food.

In only two instances did a larger proportion of Hamblin's repsondents than ours indicate satisfaction: particularly for boys, a greater proportion of adolescents in Hamblin's study felt that they "liked very much" the "things to do" and the city (St. Louis/Middle Atlantic).

### Friends' Feelings About Other People

Another ten questions similar to those used by Hamblin in St. Louis were included in Form A of our questionnaire. One change was made: instead of Hamblin's question, "Able to do what they damn well want to," implying rebellion and rejection of authority; our question read: "Able to do what they want to do." This new wording may possibly have implied achievement or ability to find legitimate means to leave the ghetto. For this reason, the findings for this question should be interpreted with caution. The findings for these items, by sex, for Hamblin's Negro sample compared with our total respondents are given in Table E19.

Since many of the adolescents in Hamblin's study had histories of delinquencies (and, were, in fact, chosen to be in the sample because of their delinquent past), it was hypothesized that, for purposes of analysis of our Table E19, a higher proportion of the adolescents in the Middle Atlantic sample (all still in school) would be positive on the several values items than would those in Hamblin's study. This hypothesis held up in only three instances for boys (getting good grades, outsmarting police, making connections with the rackets); and in five instances for girls (outsmarting police, conning others, being hard and tough, able to make connections with the rackets, and being rotten to their parents). In other words, our sample contains a higher proportion of adolescents who say their friends would "dislike" people who outsmarted the police, knew how to make connections with the rackets, etc. (than does Hamlin's).

However, the St. Louis sample contained proportionately more adolescents who said their friends would dislike people who were: good at making a fast buck; willing to try different kicks (more difference for girls than for boys); and able to do what they want to do (again, more difference for girls than for boys).

## Risk-Taking Orientation

A set of seven items dealing with a number of alternatives with which people might be faced in considering job opportunities was included in the context of "What I want in a Job." These items had been developed by Lawrence K. Williams[21] for use with occupational groups in an industrial setting to attempt to describe the amount of job independence or autonomy preferred. Table E20 shows the proportion in each of Williams' samples[22] and that in ours that endorse the high risk alternative on each item.

In four out of the seven items, our sample of junior high and high school Negro students from a center city community area scored well under the lowest score found by Williams (accountants). However, a somewhat larger proportion of our students (than the employees in Williams' sample) were willing to take a risk with jobs where: the orders were general, they could be either a success or a failure, or where they could have an exciting job.

## Belief in the Bill of Rights

Roy E. Horton, in "American Freedom and the Values of Youth,"[13] analyzed attitudes held by a nationwide sample of 300 high school seniors toward freedom as defined by the Bill of Rights. He was concerned with the students' attitudes and values relating to "civil liberties, economic freedom, the problem of potential fascism, the suppression of ideas, censorship, Americanism and patriotism."[14] The assumptions made in his research were that "the democratic society and democratic values promise the greater individual fulfillment and happiness; in our society there is both clinical and experimental evidence to support the conclusion that the democratic life is more constructive, less frustrating, and less generative of conflict and maladjustment than the authoritarian way."[15] Horton reported an inverse relationship between income level, level of parents' education, and belief in the Bill of Rights; and, in addition, found that girls score higher than boys on agreement with the Bill of Rights, and that acceptance of the Bill of Rights is positively related to students' knowledge scores.[16]

Fourteen of Horton's items were included in Form A of our questionnaire. In Table E21, Horton's sample of 300 high school seniors whose answers indicate agreement with the Bill of Rights is compared with the 542 students in our 8th, 10th and 12th grade sample giving comparable answers. The items are ranked, in Table E21, according to the relative importance to the students in Horton's sample.[17]

Spearman's rank correlation measure shows a high correlation (.81) between the importance attached to the items by Horton's sample as compared with our students. However, there are some noticeable differences in ranking: the item, "Right to know accuser" was subscribed to by the highest proportion of students in our sample, while in Horton's sample, the item ranked fifth. (Note, however, that there is only a two percentage point difference in the proportion of students in the two samples indicating acceptance of this item.) And the right of criminals to be allowed a lawyer was considered not so important by our sample as by Horton's: ranking of this item was eighth in our list, compared to third in Horton's. Note, also, that the range of importance is somewhat greater for Horton's sample than for ours: the item ranking as most important in Horton's list (right of the government to take people's land) was subscribed to by 91% of his sample; but the item ranking first in our sample, "right to know accuser," was subscribed to by only 79% of the students (while the last item on both lists is subscribed to by about 25%).

There are also some interesting differences between the two samples when the proportion of students subscribing to each item is compared. In five important instances a significantly higher proportion of Horton's sample than students in Middle Atlantic indicate they subscribe to beliefs: the right of the government to take a person's land, the right of religious groups to freedom, the right of criminals to have a lawyer, the right to unrestricted religious beliefs, and the right to a trial by a jury. In only two instances do a higher proportion of students in our sample than in Horton's indicate acceptance of the beliefs: foreigners should be allowed freedoms that all citizens have, and persons should not be made to testify against themselves.

## Educational Aspirations and Expectations

Students in our sample were asked to indicate how far they expected and wanted to go in school (page 6, Appendix H). Coleman also included a similar question about educational aspirations in his recent nationwide study of high school students. The findings on this question for the two studies are presented in Table E22.[77] The students in our study do not deviate markedly from those in Coleman's Northeast Metropolitan Negro sample with regard to college aspirations.

## Some General Field Problems

As previously stated, this study was initially conceived as merely a part of a massive experimental, action-oriented, demonstration project. The need for immediate or crash intervention into the urban problems existing and being generated within the metropolis of Middle

Atlantic was associated closely with developments of the so-called "civil-rights movement" on the local and national scenes. Signals had been received, and understood, that disruptive forces of despair, rage, and hopelessness were pent-up in the metropolis among, especially, the Negro residents. In an attempt to dam-up or effectively channel any such outburst of forces, the idea of a massive intervention program was conceived for Middle Atlantic.

The crucial point here is that the projected program of massive applied or interventive demonstration projects did not come off; yet the one fragment of the proposed project, the present study, was viable. Throughout the study, then, this research projected tended to be perceived by literally all categories of subjects in Middle Atlantic as an applied, action-oriented, problem-solving endeavor; and not as basically a knowledge seeking activity.

There were advantages and disadvantages to this perception of the study and its staff. The disadvantages center mainly on the unease generated within the research team of being misunderstood, of operating under "false colors," and possibly anticipating the risk involved in not being able to "deliver" at the completion of the program. As researchers our overriding concern was with learning rather than doing; yet we were faced with the reality of expectations concerning mainly the latter. The contradictory elements of this situation was a troublesome factor to be managed throughout our conduct of the study.

The advantages derive mainly out of the awareness that the school system of Middle Atlantic needed us. We were thereby able to exercise considerable freedom in our pursuit of the research goals of the study. Cooperation from school authorities was literally taken for granted and, in fact, was commonly given, regardless of what was requested. In sum, the study was characterized by conflicting definitions. We actually, as it unintendedly turned out, were engaged in a middle-range theoretical and descriptive sociological research study under the protective screen of an applied, practical, action-directed social engineering inquiry.

Public school officials rarely define university professors as having the rights of legitimate access to any parts of their domain. If official permission and authority had not been formally granted to us by the Superintendent's office the school principals, teachers, and other school functionaries would probably not have permitted the extensive accessibility to the students, teachers, and their records that we enjoyed. In fact, one could sometimes detect among school personnel pique at the higher educational authorities in the Superintendent's office for granting us such permission. Students tended to accept the explanations given them as to who we were, what we wanted with them, and why their cooperation and involvement was essential. Refusals to cooperate were relatively low among the students and there was little, if any, overt hostility or resentment directed toward the researchers or the official study project. Actually, the dominant response of students to us was basically one of interest, curiosity, and cooperation. They seemed pleased and delighted that researchers from the State University expressed concern about their school experiences and life careers.

# PART III

## CHAPTERS A, B, C, D

# CHAPTER A

# FAMILY FACTORS AND READING ACHIEVEMENT

# CHAPTER A. FAMILY FACTORS AND READING ACHIEVEMENT

In the interviews, respondents were queried about 28 different aspects of their families. These may be classified into four major areas: Structural characteristics of the family; family culture and routines; indicators of parental involvement in their children's education; and children's affectional orientations toward their parents.

## Attributes Characterizing Family at Test-Taking Times

Attention will be focused first on six attributes that can be presumed to have characterized the family at the time of the 3rd and 6th grade testing: Respondent's birth order, mother's age at respondent's birth, mother's age at the birth of her first child, and both parents' education. In addition, although it may have changed at any time, we shall include the parental structure, since it is likely that recent separations may have reflected earlier strains characteristic of the family. Here, and throughout the analysis, we shall assume that any given family characteristic may have different significance for boys and for girls; so we shall report the findings separately for each sex. (Tables A1-A6).*

With respect to these six characteristics, the age of the respondent at the time of the interview is irrelevant to the question of the relationship between a characteristic and his reading ability. In these cases, therefore, there are, for each sex, four opportunities for a relationship to be observed: For younger students (6th and 8th grades) at the 3rd and at the 6th grades; and for older students (10th and 12th graders) at the 3rd and at the 6th grades.

As our tables are constructed, however, each of those four "opportunities" include opportunities for "High" readers to be significantly different from "Average" readers, or from "Low" readers, and for "Average" readers to be significantly different from "Low" readers. Furthermore, the differences may appear in any of the categories into which we have classified respondents.

We shall, then, impose two restrictions on our interpretations of the findings:

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*All tables for this chapter are in Appendix A. Most are divided into "a", showing the breakdowns by 3rd and 6th grade reading score; and "b", showing breakdowns by growth score. In the first part of this chapter, only the "a" parts are discussed; and at the end of the chapter the question is addressed as to whether any different impression of family factors and their relation to reading ability is gained by examining growth scores.

1. Only differences between 3rd or 6th grade categories of readers that are statistically significant at the .05 level of significance with respect to a family characteristic will be taken as suggesting that that characteristic is probably related to reading achievement; but in addition we will require that such a difference appear in 3 or 4 of the four possible opportunities for it to appear. If a statistically significant relationship appears only once, we shall conclude that there is probably not a meaningful relationship between the characteristic and reading ability.

2. We shall regard as "meaningful" only those statistically significant differences in which the progression from Highs to Averages to Low is consistent, and in which the response-categories in which differences appear can be given consistent interpretation. (For example, Table A4a shows that,among older boys, "Low" readers at the 3rd grade were significantly more likely than "Medium" readers to have mothers with a "grade school or less" education; but they are not significantly more likely than Highs to have such mothers. Moreover, Mediums are more likely than either Highs or Lows (who are qually likely) to have mothers who had completed high school. We would say, then, that (so far as these data show) mothers' education is not meaningfully related to sons' reading ability.

By those standards, what our interview data show (see Tables A1 through A6) is that, among boys, there is probably no relationship between reading ability on the one hand, and on the other:

- Parental structure
- Respondent's birth order
- Mother's age at respondent's birth
- Mother's age at birth of her first child
- Mother's education
- Father's education

In other words, our interview data offer no support for the notions that boys' academic abilities (as measured by reading achievement tests) are affected by living in homes without fathers, being the first born, being the sons of mothers who started child-bearing early, being born early or late in their mothers' lives, having better educated mothers or better educated fathers.

Among girls, the findings are similar to those for boys in suggesting that reading ability is probably not closely related to parental structure, birth order, mother's education, or father's education. (Tables A1, A4, A5, A6) However, it is distinctly possible that two, probably related, factors are favorable to girls' achievement: Having mothers who delayed child-bearing longer than usual, and having mothers who were older than most when the respondents were born. (Tables A2 and A3)

### Attributes More Specifically Tied to the Period of the Interviews and Questionnaires

The remaining 22 aspects of family patterns we inquired into in the interviews are aspects that are more problematically, or more indirectly, related to the attributes that characterized the respondents' families at the time they took the reading tests. In these cases, we shall change somewhat our standards for judging the meaningfulness of relationships observed. Specifically, we shall reason that if a particular attribute were functionally related to achievement, it should appear most strongly among the younger respondents, since among them our measures of the family were more closely related in time to the measures of reading ability. For each sex, among the younger respondents, there are two opportunities for a relationship to show itself -- at the 3rd grade testing point, and at the 6th. Since the 6th grade reading tests are most closely related in time to the family measures (taken among 6th and 8th graders), we shall place most confidence in that relationship. If a relationship appears at both the 3rd and 6th grade tests, or only at the 6th, we shall regard it as probably meaningful; if it appears only at the 3rd, we shall regard it as probably meaningful -- if it also appears among older respondents. If it appears only among older respondents, we shall regard it as suspect.

### Structural Characteristics

Four such characteristics may be regarded as "structural" as were those just examined. These are household size, the mother's employment status, the father's occupation, and the father's employment status. (Tables A9-A12)

Among boys, there is probably no relationship between reading achievement and any of those attributes. Among girls, it seems likely that living in large households (6 or more persons) is dysfunctional for achievement; and it may be that having fathers with more prestigeful occupations is favorable. The other factors appear to be as unrelated to achievement as among the boys.

### Family Routines

Nine aspects of family routines were indexed on the basis of the interview materials -- two having to do with breakfast arrangements; four having to do with suppertime habits and rituals; one having to do with parental control over TV watching; and two bearing on the issue of "bed-time."

We were led to the issue of what children ate for breakfast by the vigorous insistence of one of the school principals involved in a planning conference that he was certain that the academic failures of most of the underprivileged children in areas such as the one we studied were the result of parental neglect, and particularly the result of the children's being sent to school without an adequate breakfast. Among the boys (this question was asked only of 6th and 8th graders), there is no relationship between breakfast-eating habits and achievement; and among the girls, the only significant difference is that "Low" scorers (measured at the 3rd grade) were least likely to go without breakfast. (Table A13)

So far as the "style" of eating breakfast is concerned, the data suggest that High scoring boys are more likely than others to eat breakfast in a family gathering, rather than either alone or with one or the other parent or only with siblings. Among girls, the pattern is not so clear, both Low and High scoring younger girls being significantly more likely than the Average readers to eat with the entire family. (Table A14)

Turning to suppertime, we coded respondents' descriptions in terms of (a) who gathered for supper (Table A15); (b) the suppertime atmosphere (Table A16); (c) the frequency of family conversation at the supper table (Table A17); and (d) whether or not grace was said, and if so, by whom (Table A18).

Among boys, the data suggest in general that the family suppertime setting most functional for school achievement is one that Norman Rockwell would paint: The full family gathering, in a relaxed atmosphere, sometimes with animated conversation preceded by someone's (probably the mother) saying grace.

Among girls, the younger High scorers are least likely to report that the family usually fails to eat together, but they are most likely to say that this varies. The "relaxedness" of the atmosphere does not, however, seem to be related to girls' achievements; nor does the presence or absence of general conversation; but, as among the boys, High scoring girls are least likely to report the absence of grace-saying (and, as noted, to report that their fathers were the one who carried out this office).

Parental control of TV programs watched is unrelated to achievement for both boys and girls. (Table A19)

Among boys, there is no relationship between achievement on the one hand, and, on the other, either their reports of their mothers' "strictness" regarding bed-time, or their actual bed-time "last night."* Among girls, similarly, there is no relationship between actual bed-time ("last night") and reading achievement; but there is a pronounced tendency for High achieving girls to say that their mothers are a little "strict," rather than either "not strict at all" or "very strict." (Tables A20 and A21)

Parental Involvement With School

Respondents were asked three questions in the interviews bearing more or less directly on their parents' attitudes toward school. One concerned PTA participation (Table A22); one, reactions to last report card received (Table A23); and one, the "reasons" parents offered for wanting their children to finish high school (Table A24).

Among boys, no relationship appears between achievement and any of those variables. Among girls, there is a distinct tendency for High achievers to be under-represented among those reporting that "no one" belonged to PTA: and a tendency to be over-represented among those saying that both mother and father belonged. High achieving girls were also least likely to say that they had received parental disapproval of their report cards; and they were most likely to say that their parents advanced "going to college" as the reason for finishing high school.

Several things may be suggested here, although none of them is tested by the data: It may be that girls translate their reading ability more directly into report-card performance than boys; and it may be that they are more responsive to parental attitudes and pressures than boys. These are, however, only speculations.

Relations With Fathers

We asked respondents to "tell us about" their fathers--"What's he like?"; and we coded their responses simply into expressions of "Strong positive," "Mild positive and mixed," and "Negative" attitudes (Table A28). In addition, we asked them directly how well they "got along" with their fathers ("Very well;" "well enough," or "average;" "badly") (Table A26); and what they liked most and least about them. The "likes least" question elicited no usable answers; but answers to the "like most" question were initially coded into the socialization and social control "inputs" distinguished by Parsons: Support, Permissiveness, Rewards, and Denial of Reciprocity. We considered it necessary to add the categories "Instrumental Usefulness," and to adapt another Parsonian concept, "Collectivity-orientation." The final categories, including collapsing of some because of the frequencies observed, were as follows:

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* The reader may note in Table A21 that older High achievers among the boys were less likely than others to be late-retirers; but, as noted above, these are reports of practices some 4 to 9 years after the achievement tests; and since there is no relationship for the younger boys, we are inclined to be suspicious of any inference about a simple causal or functional relationship.

- "Supportiveness" ("He's kind and thoughful;" "he loves us and he shows it")
- "Instrumental Usefulness" ("He earns the money;" "he's the one who feeds us")
- "Rewardingness/Permissiveness" ("He buys us presents;" "he never hollers")
- "Collectivity-orientation" ("He's always concerned with his family's welfare;" "he sacrifices for the family")
- (and the inevitable "don't know"/"can't say;" and "other") (Table A27)

Among boys, relations with fathers in all the above respects seem quite unrelated to achievement -- with one possible exception. The High achieving boys were most likely to reply that they "couldn't say" or "didn't know" anything they liked most about their fathers; and the Low achieving boys were less likely than others to refer to anything "Supportive" about their fathers as the characteristics they liked most. (They were most likely to name "Rewarding/Permissive" traits; but the differences here did not reach statistical significance.)

The picture is essentially the same for girls, except for the answers to the "like most" question, where there appear to be no intelligible patterns in girls' responses.

## Relations With Mothers

The same questions were asked about mothers as described above for fathers. (Tables A28-A31)

With respect to general attitudes toward their mothers and with respect to how well they got along with them, there were, as in the case of fathers, no relationships to reading achievement, for either boys or girls.

Responses to the "like most" question were ultimately collapsed somewhat differently in the case of mothers, because of the frequencies observed.

The codes used were:

- Supportiveness/Permissiveness
- Instrumental Usefulness
- "Justice" (the term we used to label responses initially coded under "denial of reciprocity"). (e.g., "Doesn't play favorites;' "She's fair.")
- Don't know/can't say
- Other

Among the boys, the Low achievers were significantly less likely than others to cite "Supportive/Permissive" traits, tending more (without reaching significance) to refer to "Instrumentally useful" characteristics. Among the girls, the High achievers were least likely to cite the instrumentally useful qualities of their mothers, but with no pronounced tendency to refer to other qualities more than lower achieving girls.

As in the case of fathers, respondents seemed conspicuously reluctant or unable to confront the question of what they liked least about their mothers; but enough answers were given to permit us to make the simple distinction between those who "named something" and those who did not. Roughly half of the sample were able to name something; but there were no significant differences among achievement categories.

## Sources of Family Conflict

A series of sixteen questions dealing with potential sources of conflict in families was asked on the self-administered questionnaire. The questions dealt with areas of "leaving school," "who I go out with on dates," "being polite or considerate," and "religion." The full wording of each question is found on page 5 of Appendix G. The students were asked to state, for each area of potential conflict, whether they "disagree all the time," "disagree often," "disagree once in a while," or "never disagree" with their parents.

Each question was dichotomized to separate those students who say they "never disagree" with their parents from those who disagree at all (the other three categories). These figures are presented in Table A32. In comparing the sample by the two reading levels, it was assumed that the students whose reading level at the third or sixth grades was "Low" would have a higher proportion of family conflict than those whose reading ability remained constant or improved. Hence, the percentage of better readers who reported conflict with parents on an issue was subtracted from the percentage of poorer readers who did so. The differences are shown in the fourth column for each reading test. The expectation that poorer readers would be most likely to report conflict was based on the assumption that families expect their children to perform well in school, and that the various items selected to measure family conflict are relevant to both performance in school work and relative allocation of leisure time to school work or entertainment.

Among boys, there proved to be only three issues with respect to which the poorer readers (as measured at the 6th grade) were significantly more likely to report conflict: Leaving school, the line of work they should pursue, and getting married. All of these suggest an orientation on the part of poorer readers toward a non-school career; but they also suggest that such students encountered resistance from their parents. As measured at the third grade, the poorer readers were more likely to report conflicts on only one of those issues -- leaving school. Poorer readers were less likely to report conflict over spending allowances.

Among girls, the poorer sixth grade readers proved more likely to report conflict about amount of study time, line of work, and not having a job.

In short, there are not great differences between reading groups with respect to family conflict; and what differences there are seem to consist of children wanting, when they are not doing well in school, to try another career line to adulthood which parents protest.

Finally, in this section, we report on the relationship between certain family factors and different dependent variables than reading -- viz., students' scores on Srole's "anomia" scale. (See Appendix D) Relationships between reading scores and anomia are discussed in Chapter D; but it is appropriate here to note that there is no relationship between anomia on the one hand, and on the other, any of the following family characteristics:

Whether grace is or is not said at supper time.

Whether suppertime is usually a total family gathering or is not.

Whether the supper time atmosphere is felt as relaxed or hectic and tense.

Whether there is usually general family conversation or not at the evening meal.

Whether respondents live with their own mother and father or in some other arrangement.

Whether respondents live with their own mother in the absence of an adult male, or in any other arrangement.

Whether households are "small"(5 or less) or large.

The data are shown in Table A33, which is based on all students together, regardless of reading category or sex.

## SUMMARY

We may summarize the findings reported above by attempting to sketch a very brief composite picture of the family that seem to be most closely related to school achievement, as measured by standardized reading tests.

For boys, it is, above all, a close-knit family-centered family, with rituals of breakfast and dinner being familial activities. Fairly close emotional involvement with mothers seems suggested, with the mothers being the expressive agents of at least as much of a religious orientation as is involved in grace-saying at suppertime. Fathers do not loom large in this picture, but what evidence there is suggests the possibility that high achieving boys are not closely involved with fathers (they are generally unable to think of anything they like most about their fathers); and certainly the absence of a father is not critical for their achievement.

For girls, fathers seem to be more important. It is still not the case that the absence of a father is a significant hindrance, but the presence of a certain kind of father seems advantageous -- viz., a father who is relatively successful occupationally, who may "take charge" of rituals such as grace-saying, and who participates, along with mothers, in PTA's. The other part of the picture for high achieving girls is that their mothers tend to be women who postponed child-bearing until fairly late, and who (together with fathers) aspire for their daughters to go on to college. The parents are, finally, people who manage to keep the household relatively small, without, however, going to the extreme of having it consist of only themselves and one daughter.

## Family Factors and Growth in Reading Ability

So far, we have spoken only of the relationship between family attributes and reading abilities measured at two points in time. No matter how High, Medium, or Low a student was at the 3rd and 6th grades, however, there remains the separate question of how much improvement occurred in his ability during his 3rd, 4th, and 5th years of schooling -- and of the possible relationship between different family attributes and such improvement, or lack of it. Wherever they started, in other words, students can improve at a faster or a slower rate than their age-mates, or at the same rate.

It is likely that children who begin below their peers in the third grade but improve more rapidly during the next three years are different from those who started out ahead of their peers and also grew more rapidly, just as those who started out below and fell further behind are different from either of the first two types and from those who started out ahead but fell behind. It is likely, in other words, that there are important differences among all nine of the logically possible types of students generated by classifying three categories of ability at the 3rd grade (High, Medium, and Low) against three categories of growth rates (Accelerators, Constants, and Decelerators).

The size of our sample, however, does not permit us to analyze each of the nine types separately; we can compare only the three categories of growth with one another, just as, above, we compared the three categories of ability-at-a-point-in-time.

Our question is: Do there seem to be any family attributes that are associated with the ability to improve in reading ability between the 3rd and 6th grades -- to be associated, that is, with acceleration, constancy, or deceleration; and if so, are these any different from the family attributes that seemed to be associated with either 3rd or 6th grade ability?

We shall approach the question under the same set of restrictions used in the analysis above.* But instead of laboriously repeating here each family characteristic and reporting its relationship or lack of relationship to growth, we shall simply report the summary findings.

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*Except, of course, that for each sex there are only two opportunities for a relationship to show itself -- among the 6th and 8th graders and among the 10th and 12th graders.

Among boys of this population, the functionality (for reading ability) of rather close involvements with mothers in family-centered families continues to be suggested when growth rates are our focus of attention. Eating supper as a family, with the mother saying grace, is significantly associated with acceleration. So is a "strong positive" attitude toward the mother; and (only among older boys) either a tendency to get along "very well" with mothers or a tendency to say they got along "badly," but not the in-between. Mothers' being in the labor force or not does not seem to be relevant, but if the mothers are in the labor force, then the mothers of accelerating boys are in fact less likely to be unemployed. Mothers' aspirations for their sons to attend college, and mothers who are relatively late procreators are also associated with acceleration, as are fathers with an education of high school or more.

Among girls, only a few factors seem to be clearly associated with acceleration: Having older mothers, mothers who are at neither extreme of permissiveness with respect to bed-time regulations, and mothers who belong to the PTA. (It is worth noting also that the younger accelerating girls (but not the older ones, who had, after all, accelerated some 2-4 years earlier) were more likely than others to receive parental approval of their report cards.)

In short, essentially the same syndrome of family attributes are associated with "growth" as with ability-at-a-point-of-time. But before concluding this chapter, it should be noted that the size of the relationship (although all "significant" at the .05 level of confidence), is by no means such as to warrant the inference that any of the family characteristics we investigated is either a necessary or a sufficient condition for children's academic achievement. There are sizeable proportions of every ability category who deviate from the syndrome sketched above.

It is our general conclusion that the major implication of our findings is that, while certain "family background" attributes are more functional than others for success in reading, differences in family backgrounds within the same general population category do not differentiate very importantly between better and poorer readers.

# CHAPTER B

# EDUCATIONAL FACTORS AND READING ACHIEVEMENT

# CHAPTER B. EDUCATIONAL FACTORS AND READING ACHIEVEMENT

## Educational Background Factors

### Place of Birth (Table B1a)

It is sometimes suggested that Northern urban schools are handicapped in their educational efforts by the necessity of dealing with unsophisticated and underprivileged in-migrants from the South. Our data, however, do not support the view either that in-migrants from the South or that in-migrants to Mid-Atlantic City from other Northern places are poorer readers than Northern born or Mid-Atlantic City born children. Among the younger boys about the same proportion of Low and High readers, at both the 3rd and 6th grade measuring points, were born in the City (between 56% and 60% in each category); and about the same proportion of Lows as of Highs were born someplace in the North. Similarly, there is no difference in the proportions of Lows and Highs who were born in the South, at either grade. (It is the Average readers who are most likely, at both testing points, to have been born in Mid-Atlantic City.)

Among the younger girls, the situation is slightly, but not significantly, different, the High readers being most likely to have been born in the City (64% as opposed to about 54% of each of the other two categories, Average and Low). Among the younger girls also, High readers at the 3rd grade (but not at the 6th) were significantly less likely than Average readers to have been born in the South -- and somewhat less likely than Low readers.

Among the older students (10th and 12th graders), the pattern is somewhat reversed for the sexes, but in general does not, again, support the view that in-migrants are poorer readers. Those boys who had been the best readers at the 3rd grade are more likely than the worst to have been born in Mid-Atlantic City; but those who had been best at the 6th grade were less likely. The boys who had been worst at the 3rd grade were more likely than those who had been better to have been born in the South; but, measured at the 6th grade, they are less likely. Among the older girls, the pattern is reversed.

### Shifting Among Schools (Table B2a)

The tendency for low income Negro youth to be residentially mobile was also suggested by many educators to handicap the schools in their efforts to educate. Our data indicate that for both sexes among younger students, the poorer readers at both testing points are the more likely to have attended three or more elementary schools; and the better readers more likely to have attended two or fewer. This is, in general, true also of the older students.

Attendance at School (Table B3a)

School records were examined to ascertain the absenteeism rates of the students in their school careers since the 3rd grade. Absences for each year were classified into several classes (0-5, 6-10, etc.); and students were given a score according to the class they fell into (1 for 0-5; 2 for 6-10, etc.) for each year. Each student's scores were summed, multiplied by 10 (to compensate for truncation) and divided by the number of years for which information was available. The resulting quotients were classified into High, Medium, and Low absence averages.

Among the younger boys, the best readers (measured at the 3rd grade) were more likely than the worst to have the highest absence averages, but they were also more likely than the worst to have the lowest absence averages. In terms of 6th grade measurements, the best readers among the boys were somewhat more likely than the poorest to have good attendance records. Among the younger girls, better reading is associated with good attendance at both the 3rd and the 6th grades (except that, in terms of 3rd grade measures, it is the average readers who are most likely to have the poorest attendance records. Among older boys and girls, attendance again seems to be associated, although not strongly, with better reading.

The not surprising suggestion, then, is that students who had mastered one of the basic skills for coping with school -- that is, reading ability -- were somewhat more likely than others to find attendance rewarding.

School Curriculum (Table B4a)

For the 10th and 12th graders, the school curriculum in which a student was enrolled was also ascertained from school records. Our aim here was to discover whether early (3rd and 6th grade) reading abilities were related to later selection of or assignment to curricula ("General," "Secretarial" (for girls), "Business," or "College Preparatory"). The data suggest that early reading scores are fairly good predictors of high school curricula: Over half of the boys (but only ¼ of the girls) who had scored High at the 3rd grade were later enrolled in the college prep course of study; and almost 2/3 of the boys (2/5 of the girls) who had scored High at the 6th grade were in that curriculum. These figures are to be contrasted with those for the boys and girls who had scored

"Low" at the two earlier testing points: Among both boys and girls, only a fifth of the 3rd grade Lows and a little less than that of the 6th grade Lows were in college prep course.

The largest block of the boy Lows at both testing points were in the "General" curriculum (about 45%), with the next largest block being in "Business" (25% of both the 3rd grade and 6th grade Lows). Among girls, the "Secretarial" course of study competed with the other curricula for the Low girls; and it competed with "College Prep" courses for the High girls (the latter point helping to explain the lower proportion of girl good readers than of boy good readers who were in a college prep curriculum). Superior girl students, in other words, had two curricula that seemed to attract them equally, secretarial and college preparatory, while the boys had only the latter.

## Extra-Curricular Activities

### Number of Activities (Table B5a)

Students were asked about "other things you might have done in school during /the school day preceding that of the interview/." Among the boys, those who had been the superior readers at both the 3rd and the 6th grades were distinctly more likely than the poorer readers to have been involved in some activity (89% of the 3rd grade Lows were not involved, compared to 68% of the Highs; and 97% of the 6th grade Lows compared to 62% of the Highs). Among girls, however, the relationship, although not so great, is reversed: 65% of the 3rd grade Lows and 68% of the 6th grade Lows were not involved, compared to 78% of the 3rd grade and 79% of the 6th grade Highs.

### Present Club Memberships (Table B6a)

Among the high school boys, those who had been poor readers in the 3rd grade were noticeably more likely than the better readers to be engaged in formal athletic programs, and noticeably less likely to be engaged in student Government Organization or in "service" clubs (service clubs involve such activities as hall patrol, cafeteria work, office helping, etc.). The data show essentially the same patterns when 6th grade scores are examined, although Average readers are the ones most likely to be engaged in athletics; and the better 6th grade readers turn out to be more likely than others later on to be involved in subject matter and music groups.

Among girls, those who had been Average readers at both the 3rd and 6th grades are distinctly less likely than either Lows or Highs to be engaged in athletics in high school. Superior readers (as measured at the 6th grade more than as measured at the 3rd) are more likely to be involved in the Government Organization, and (as measured at both points) in subject matter school clubs. Musical activities do not seem to have the same significance for these girls as for the boys.

In contrast to the case for boys, it is the poorer readers who seem to be most attracted to service clubs among the girls.

Importance of Belonging to Clubs (Table B7a)

Respondents in the 8th and in the 10th-and-12th grades were asked whether or not it was an important part of school to belong to school clubs. Among the younger boys, no reading level seemed much more or less likely than another to think club membership was important (although the 6th grade Highs were more than twice as likely as the Lows to feel that belonging to clubs was very important) Among the older boys, however, those who had been better readers were noticeably more likely than others to say they thought such participation was important: Almost 3/4 of the 3rd grade Highs and 86% of the 6th grade Highs said it was important (Cols. 1 and 2 in Table B7a), as compared to a little over half of the 3rd and of the 6th grade Lows. (Two-thirds of the 6th grade Highs said it was Very Important, as compared to a fourth of the Lows.)

Among both the younger and the older girls, the better readers are also more likely to view club membership as important; but the relations are not as strong as in the case of the boys.

Perceptions of Differential Treatment by Teachers (Table B8a)

Among boys, the high school students are fairly evenly split between those who think that teachers act differently toward participants in school activities than toward non-participants, but the younger boys (8th graders only) overwhelmingly feel that it makes no difference. There are probably no differences among 3rd and 6th grade reading categories in this respect.

Among girls, the dominant tendency to think that teachers do not differentiate is characteristic of both the junior high and the high school students. The minority who think they do, however, is most heavily weighted by poor readers among the younger girls and by better readers among the older girls.

Evaluation of Club Faculty Advisors (Table B9a)

Respondents (10th and 12th grades only) were asked, "How do you feel about the faculty advisors you have had?"

The preponderant tendency is for students to have generally favorable attitudes toward their faculty advisors, and there does not seem to be any differentiation in this respect by reading ability -- with the exception that the better readers among boys (although not among girls) are usually distinctly more likely than the poorer readers to be "strongly" positive.

Time Spent on Homework (Table B10a)

Among the vounger boys, the best readers (as measured at both the 3rd and 6th grades) are more likely than others to spend the minimum amount of time on homework (less than an hour) and (as measured at the 6th grade) the least likely to spend the maximum time (an hour and a half or more). This may reflect their greater speed in reading, leading to faster completion of the work. In the advanced grades of high school, however, the relationship is reversed: The better readers are somewhat more likely to spend the maximum amount of time on homework (two or more hours in this case), possibly reflecting their more demanding assignments (they are, it will be recalled, most likely to bein the college prep courses). Both patterns are essentially the same for girls.

Where Homework is done (Table B11a)

The modal tendency among these students (about half or a little less) is for homework to be done in their own rooms. The others seemingly scatter themselves among living rooms and kitchens, or float from one place to another, with the kitchen being the most frequent alternative place. There is no consistent or significant relationship between reading ability and where homework is done, for either sex or either age group.

Sources of Help With Homework (Table B12a)

We asked students whom they would turn to "if you really wanted help with your homework?"; and were able to classify nearly all responses into "Mother," "Father," "Siblings," and "Teacher."

Among the younger boys, there is no difference among reading groups in the tendency to turn to mothers; but there may be a not-surprising lesser tendency for the better readers to turn to siblings, and a slightly greater tendency for them to turn to teachers, although this latter pattern is characteristic of only a very few of the younger boys of any reading level. Older boys are quite different -- again, not surprisingly. They are much less likely to turn to mothers for help, regardless of reading ability, for one thing; and for another, they are much more likely to turn to teachers, again regardless of reading ability. The one place at which reading level seems to make some difference is in the tendency for Low and Average readers (at both measuring points) to drop their likelihood of consulting siblings to a lower proportion at the 10th and 12th grades than the Highs.

Among girls, mothers are also the most likely to be consulted among the 6th and 8th graders, regardless of reading level. There is a faint possibility that the better readers are more likely to consult fathers; but fathers are so rarely consulted (this being true for the boys also) that the proportions are quite unreliable. The second most frequently consulted others are siblings among the younger girls, again regardless of reading level. As with the boys, mothers drop sharply among older girls as helpers, and teachers increase, but there are no reading level differences among the older girls.

### Magazines Read Regularly (Table B13a)

Among the younger boys, the poorest readers at both testing points are more likely than others to read pictorial magazines, but this tendency is reversed among older boys. The better readers among the young boys read children's magazines more than do their slower age mates, and are somewhat more likely to read Negro magazines. Among the older boys, the difference between the poor and better readers is a greater tendency for the better ones to read news magazines and for the poorer ones to read sports magazines.

Among girls, the better readers in both age groups are somewhat more likely to read pictorial magazines and "age-related" magazines -- that is, children's among the younger and teen-age magazines among the older.

## Attitudes Toward the School

### Feeling When School Day is Over (Table B14a)*

Relatively few of the older boys and girls (who have stayed in school!) can be said to be alienated from the school in any overt way, but even fewer can be said to be enamored of it or attached to it. We asked how they felt when the school day was over,and only about ten percent said they were "sad." About forty percent said it did not make much difference to them, one way or another; while somewhat over a third said they were "glad." Among boys, there may be a very slight tendency for those who had been better readers in the 3rd and 6th grades to be less likely to say they were glad, but the differences are quite small; and among the girls there are no differences.

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*Refer also to Tables B14b and B15b, which contain figures for the total sample.

## How Would You Grade the School? (Table B15a)*

We also asked respondents to grade their schools in the same way they were graded in the classroom, from "A" through "F". About 15% of the younger boys graded it A and an equal number graded it D or F, with about a third grading it B and another ghird grading it C. The younger girls were, in general, more favorable, 18 percent grading the school A, only 9% grading it D or F, 46% grading it B, and 28% grading it C.

The older students (those who remained) were slightly more favorable: Only 4% of the boys gave their high school a D or F, while 62% gave it an A or B, and a third gave it a C. The older girls were essentially the same as the younger girls.

One might have expected the better students, as measured by their 3rd and 6th grading scores, to be more favorably oriented than others toward the school, but no such distinction is significantly or consistently observable, for either sex in either age group at either testing point.

## What Folks Think of School (Table B16a)

Students were also interviewed about their perception of their parents' evaluation of their school. Roughly 40-50% of both sexes in both age groups thought their parents saw the school as above average. while only between 5 and 10 percent said their parents considered it to be below average in general quality.

Among boys, only in the case of the older students does reading ability seem to make a difference, and then only in the case of the classification as of the 6th grade. In that case, 63% of the High readers as compared to 33% of the Lows perceived their parents as considering the school to be above average. Among girls there is a tendency for the better readers to be less likely than others to think their parents viewed the school favorably; this negative relationship is stronger for the older than for younger girls.

## Grades Received (Table B17a)

Turning to more specific aspects of student attitudes toward school, we inquired into their feelings about the grades they received: "Do you think you get the grades you are entitled to?" Three-fourths of the students felt that they did, at least "more often than not;" and the better readers are distinctly more likely than the poorer ones, especially among boys, to think so.

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*Refer also to Tables B14b and B15b, which contain figures for the total sample.

Feelings About Teachers (Table B18a)

Almost two-thirds of the students felt positive about their teachers (1/3 felt strongly positive, another 1/3 somewhat less positive). Only 10% or less felt at all negative about their teachers.

Among the boys, there is a significant tendency for the better younger boys to feel strongly positive about their teachers; only a slight tendency for the older boys to feel strongly positive.

There do not seem to be any clear relationships for girls, except that more of the average readers among both the younger and older girls tend to feel positive (both strongly and moderately positive) about their teachers than do the low or high readers.

Students' Feelings About Rules (Table B19a)

On the extracurricular side, we attempted in the interviews to explore the issue of students' feelings about "regimentation." We asked the high school students whether they felt they had enough to say about the school rules to which they were subject. Most (almost two-thirds) of both the boys and girls felt that they did. Among boys, there is no relationship between 3rd or 6th grade reading ability and satisfaction; but among girls it is possible (the differences are not significant) that those who had been poorer readers in their early years are more likely to be alienated in this respect.

Perceptions of Dropping-Out and College Going (Tables B20a and B21a)

Older respondents were asked how common or rare it was "around here" for students to quit school before graduating, and how common or rare for students to go on to college. In general a substantially larger proportion of the poorer readers than better readers feel that at least half of the "young people around here" do quit school before finishing high school.

The data on perceptions or expectations about going to college are less clear, but (except for girls at third grade) there seems to be a slight tendency for a larger proportion of the poorer readers than the better readers to feel that half or more of the students will go to college.

## Summary and the
## Evidence of Growth Scores

Perhaps the major implication of the materials presented above concerns the subjective attitudes of these students toward their schools: Most of them are not alienated, in any conscious way. They do not seem to be zestfully enamored of their school roles, but they grade the school fairly high, they say their parents do too, the club participants like their faculty advisors, they think they have enough to say about rules, they think they get the grades they are entitled to, and they like their teachers.

By and large, those who had been the more successful in mastering the basic school skill of reading tend to be more favorable than the less successful, and more involved in school activities, but the differences are quite small, and they sometimes go the other way.

With respect to their study habits, they present in general a picture that is almost reminiscent of Our Town: Young people getting helped by their mothers (especially the better readers), often at the kitchen table if not in a room of their own, with the better readers struggling a shorter time than the poorer ones over their assignments; older students turning less to mothers and more to teachers for help.

Their relative reading success or failure in the early grades tends fairly clearly to seal their later fates: The relatively able ones go into the college preparatory curriculum, with the scretarial competing successfully for the older girls; and the poorer ones going into the "general" or "business" curricula.

As is often suggested, the pattern of moving often from one school district to another is associated with poorer reading; but the alleged pattern of being handicapped by being born in the South or benefitted by being born in the city does not appear in these data.

The foregoing generalization are based on analysis of reading scores at the 3rd and 6th grades. We may finally ask how they are sustained or modified if we examine the relative rates of growth in reading skills between the 3rd and 6th grades.

Considering the four categories of younger and older boys and girls, it appears that neither place of birth nor school shifting is consistently associated with the apparent ability to profit from the experience of the 3rd, 4th, and 5th grades; but students who accelerated in ability during those years did have slightly better attendance records than those who declined. The accelerators were also more likely to be in the college preparatory curriculum.

Accelerating students are most likely to be involved in extracurricular activities, especially those related to subject matters; and, except for the older girls, are more likely to regard club membership as being an important part of school life. The students who had grown most during their middle years of elementary school also proved to be the ones who, later on, had the most favorable attitudes toward extracurricular faculty advisors.

For the post part, the younger accelerating students spent less time than their declining peers on homework; but the older ones spent more.

Accelerating students are a little more likely to give the school lower grades, and (among the older girls) to say their parents evaluate it somewhat lower than do the parents of declining students. The older boy accelerators, on the other hand, are more likely to say their parents evaluated it highly.

In general, the picture is not changed when this measure of reading ability is used.

## The Effect of Teachers on Growth

At the time of the study 57 teachers taught the third, fourth, and fifth grades at the three elementary schools included in the Denmark Vesey School District Project.* Six of them were unable or refused to participate in the project.** Twenty-nine of the remaining 51 teachers were found to have taught none of the pupils included in our pupil population. Thus, the report that follows is based upon data supplied by 22 elementary school teachers of the DVSD.

Of the 806 sixth and 8th grade students who had taken both the third and sixth grade reading tests, 252 were found to have been taught by at least one of those 22 teachers during their third, fourth, or fifth grades. We have attempted to see whether there is any relationship between the kinds of teachers students had during the period in which their reading skills could have been improved, and the amount of growth they manifested. Obviously, the number of teachers is small; and also obviously, a full investigation of the impact of teachers during children's third, fourth, and fifth grades would require analysis of all three of the teachers they had had during those years. Since we were not in a position either to enlarge the number of teachers or (because of the small number of students as well as of teachers) to classify students according to the various combinations of teachers to whom they had been exposed, our analysis can be only exploratory and suggestive, at best.

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* In this report hereafter referred to as the DVSD. Limitations of study design forced the use of this grouping of teachers to represent the teachers of the DVSD.

**Their characteristics are found to be generally representative of the teachers in the DVSD at the time of the study. Five of the 6 teachers are substitutes and one had regular tenure status. Four of the teachers are female and 4 are Negro. They are apparently randomly distributed between the three district elementary schools and the three assigned grades included in the study design.

That preliminary and tentative analysis takes the following form:

On the basis of self-administered questionnaires completed by teachers, and on the basis of school records, teachers were classified on the following dimensions:

Status ("regular": fully certified; "provisional": having two years in which to complete certification procedures; and "substitute": on interim appointment.)

Residence (in the school district; in the city but not in the district; outside the city)

Race or color (based on observation)

Preference for and experience with different types of students.

Amount of class time spent on various pedogogical activities (described below)

Occupational preferences (described below)

Personal educational philosophy (described below)

Teaching style (described below)

Attitudes toward educational issues (described below)

Conceptions of own professional weaknesses (described below)

Conceptions of the determinants and effects of pupils' intelligence (described below)

Conceptions of actions that would improve student learning.

Categories of teachers based on those dimensions were cross-classified with pupil growth categories; and the following arbitrary principles of interpretation were established:

When teachers are classified into high, medium, or low possession of a characteristic, that characteristic is termed--

1. functional for student growth if
    a. the highs and mediums have more ACCELERATING and fewer DECLINING pupils than the lows; or if
    b. the highs have more ACCELERATING and fewer DELINING pupils than the mediums and lows;
2. dysfunctional if
    a. the highs and mediums have more DECLINING and fewer ACCELERATING pupils than the lows; or if
    b. the highs have more DECLINING and fewer ACCELERATING pupils than the mediums and lows;
3. contingently functional if
    a. the highs and mediums have more ACCELERATING and more DECLINING pupils than the lows; or if
    b. the highs have more ACCELERATING and more DECLINING pupils than the mediums and lows. (We have called this "contingently" functional on the assumption that if a teacher's possession of a characteristic tends to produce disproportionately more ACCELERATING and more DECLINING pupils, the effect of that characteristic is probably contingent on some characteristic of the student.)
4. irrelevant if none of the above conditions is met.

When teachers are classified into merely high and low possession of a characteristic, that characteristic is termed--

1. functional if the highs have more ACCELERATING and fewer DECLINING pupils than the lows;

2. dysfunctional if the highs have more DECLINING and fewer ACCELERATING pupils than the lows;

3. contingently functional if the highs have more ACCELERATING and more DECLINING pupils than the lows; and

4. irrelevant if none of the above conditions is met.

Attention is called to the fact that this procedure ignores pupils found in the constant growth category; but the proportion of a teacher's students who fall in the constant category obviously affects the proportions who can fall into the declining or accelerated categories. The tables showing the data, therefore, show the proportions in all three growth categories.

The terms "more" or "fewer" are arbitrarily defined as meaning that the proportion of different categories of students "produced" by different kinds of teachers differ by at least five percent.

### Tenure Status

The findings (Table B22) suggest that the tenure status of teachers is irrelevant for the growth of boys; but possibly functional for that of girls.

### The Effect of Residence

Supervising principals supplied us with the home addresses of their teachers, and this information was verified with each teacher by the field staff. Teacher residences were then placed into one of three mutually exclusive locational categories: those who lived within the boundaries of the DVSD; those who lived in the city of Middle Atlantic, exclusive of the DVSD; and those who lived outside of the city of Middle Atlantic.

Table B23 lends no support to the notion that teachers who live in the same district as their students become more "understanding" of them -- or at least that such understanding, if it exists, is related to students' rates of improvement in reading.

### The Effect of Race or Color

All teachers were subjectively identified by interviewer as being either Negro or white. There were no "other" teacher representatives. The findings (Table B24) suggest that white teachers may be contingently functional for boys' growth and functional for girls'.

2 neg.

## The Effect of Orientation Toward Type of Pupil

The following questions were asked of each teacher: "Have you ever taught any different kinds of students (in terms of interests, motivation, ability, background, age levels, etc.) than you are now teaching?" "Would you prefer to teach any different kinds (including ages) than you are now teaching?" Responses to these questions permitted the classification of teachers into those who were satisfied or dissatisfied with their current teaching assignment with each category also being sub-classified into those who had and those who had not had previous experience with "different" types of students (we do not know what the differences were).

Here again we depart from the usual format of analysis because of the nature of the data, and observe that dissatisfied teachers were a little more likely than satisfied teachers to produce declining boys. This is doubly the case when the teachers had had no previous experience with different kinds of students. When they had taught different kinds of students, it is the satisfied ones who are more likely to produce decliners. Among girls, however, satisfaction or dissatisfaction on the part of teachers makes no difference, regardless of previous experience. (Table B25)

## The Effect of Types of Pedagogical Behavior

All teachers were asked to indicate about how much time (very much to very little) they usually spent in a variety of educationally-related activities with their pupils. Twenty varieties of selected school and classroom activity were classified into four categories: (1) non-pupil-oriented educational activities -- represented, for example, by such items as "comparing ideas with other teachers on educational matters," and "planning next day's work;" (2) pupil-oriented educational activity -- represented, for example, by such items as "explaining subject matter" and "giving individual (small group) special assistance;" (3) pupil-oriented non-academic activities -- represented, for example, by such items as "maintaining order" and "advising on extra-curricular activity;" (4) pupil-teacher interaction oriented activities -- represented, for example, by such items as "dealing with personal or interpersonal problems."

Teachers were classified into High, Medium, and Low on each of those four dimensions. The results are presented in Tables B26-B29.

Teacher differences on only one of the dimensions seem possibly to make a difference for reading ability for both sexes: Devoting relatively large amounts of time to students' personal or interpersonal problems seems to be functional for growth. Self-reported variations in teacher emphasis on non-pupil-oriented preparations,on direct instruction, or on non-subject matter interaction with students seem to be irrelevant to growth -- except for the possibilities that, for girls, teachers may be functional who spend little time on direct instruction; and teachers who spend relatively much time on pupil-oriented educational activities may be contingently functional.

## The Effect of Desire for Professional Achievement, Autonomy, and Security

The following inquiry was made of each teacher: "All of us have different things we want in a job. The following are a number of things that you might be faced with in considering a job. Please select one choice in each of the following pair." "The kind of job I would like would be:"

"a. Check one:

____(1) A job where I am almost always on my own

____(2) A job where there is nearly always someone around to help me on problems that I don't know how to handle

b. Check one:

____(1) A job where I have to make many decisions by myself

____(2) A job where I have to make few decisions by myself

c. Check one:

____(1) A job where my instructions are detailed and specific

____(2) A job where my instructions are very general

d. Check one:

____(1) A job where I am almost always certain I am able to do well

____(2) A job where I am usually pressed to the limit of my abilities

e. Check one:

____(1) A job where I have the final say on my work

____(2) A job where there is nearly always a person who will catch my mistakes

f. Check one:

____(1) A job where I could be either highly successful or a complete failure

____(2) A job where I could never be too successful but neither could I be a complete failure

g. Check one:

____(1) A job that is changing very little

____(2) A job that is always changing

h. Check one:

____(1) An exciting job but one which might be done away with in a short time

____(2) A less exciting job but one which would undoubtedly exist in the company for a long time"

Three dimensions of work-role orientation were indexed by those items as follows:

"Autonomy": Preferences for

items a-1
b-1
c-2
e-1

"Professional Achievement": Preferences for

items d-2
f-1
g-2
h-1

"Risk-taking": Preferences for

| | | | | | | |
|---|---|---|---|---|---|---|
| low | cumulative | scale | sum | of | from | 0-2 |
| moderate | " | " | " | " | " | 3-5 |
| high | " | " | " | " | " | 6-8 |

The data are shown in Tables B30-B32. Relatively high desire on the part of teachers for autonomy seems to be dysfunctional for boys' growth and conditionally functional for girls'. Teachers' achievement orientation seems to be dysfunctional for boys and irrelevant for girls. Teachers scoring high on the risk-taking index seem to be dysfunctional for boys and functional for girls.

## The Effect of Personal Educational Philosophy

The following three models of educational philosophy were submitted to all teachers:

> "Below are brief descriptions of three philosophies of education. They are put together from things some teachers have said in describing their own philosophy. Each is an entirely respectable position. After you have read the three points of view, please answer the questions that follow them.
>
> ### Philosophy #1
>
> In this view, the major function of the school for the larger society is to be a kind of sifting ground for each new generation. The school, from this point of view, should expose all children to a given set of tasks and provide them all with the same learning opportunities. The school then should separate them into those who can and those who cannot, in varying degrees, take advantage of those opportunities and master those tasks. The teacher's professional responsibility, then, should be to certify to the public, as it were, that 'these' students have successfully mastered 'these' subjects; and 'those' students have not. From this viewpoint, it should not be the teacher's responsibility to 'take care of children'; that is the responsibility of other professionals and other agencies -- mental health clinics, churches, and so on. The teacher's responsibility should be to instruct and to grade.
>
> ### Philosophy #2
>
> In this view, the major function of the school is to help children to grow into intellectually and emotionally mature adults. The school should not be a 'sifting ground,' but a 'nurturing ground.' It shouldn't expose all children to a given set of challenges and opportunities. It should tailor challenges and opportunities to each child's needs. It shouldn't separate children into those who can and those who cannot take advantage of the opportunities and meet the challenges; it should separate challenges and opportunities into those

> that are and those that are not suitable for each child. The teacher's professional responsibility is to note carefully each child's special needs, and either to meet those needs or to refer the child where they can be met. The teacher's primary responsibility is not to 'instruct' and to 'grade'. It is to 'help' and to 'encourage'.
>
> ### Philosophy #3
>
> This is a pragmatic philosophy. It says that the function of the school is determined by political and social pressures; and that in the large city of the 1960's, the school function, like it or not, is a very special one. It is to keep children off the streets; to keep them from flooding the job market; and to preserve as much quiet and order as possible. No one can take the function of 'educating' the children seriously; the public simply isn't interested enough in that function to support it. If the teacher gets though the week wuthout a major crisis and tries to cover the subject matter, he or she has, given the realities, done as much as can be expected."

Each teacher was asked to indicate (1) "Which philosophy came closest to your own?" and (2) "In view of all the realities and pressures of your teaching situation, which philosophy came closest to being the one that actually governs your present situation?"

The distribution of responses suggested that the most efficient way of analyzing the data was to classify teachers into "pure nurturers" (those both espousing Philosophy #2 and saying it actually governed them), "frustrated nurturers" (those espousing Philosophy #2 but saying that one of the others actually governed their situation); and all other combinations. The data shown in Table B33 suggest that those distinctions are irrelevant for boys; but that for girls, the "pure nurturers" may be less functional for growth than the "frustrated nurturers."

## The Effect of Teaching Style

The following paragraph descriptions of teaching styles were submitted to all teachers. For purposes of reference, we have identified them as (1) the diffuse; (2) the specific; (3) the character-oriented; and (4) the permissive.

> ### "Style #1
>
> In this style, the teacher communicates to each student a personal interest and care. The teacher

> feels and shows sorrow when a pupil errs; and feels and shows elation when a pupil succeeds. The teacher is concerned with all aspects of each student's life and personality, and feels and shows a deep personal interest in each student.
>
> ### Style #2
>
> In this style, the teacher communicates to students that there is only one dimension of the student-teacher relationship that matters -- the student's mastery of the subject matter. The teacher here purposely does not 'care' deeply about all aspects of the child's life and personality. What the teacher cares about is the student's learning the subject. And that is all. This teacher treats all students with respect, but makes it clear that the student-teacher relationship is a business-like one -- brisk, efficient, and limited to the point.
>
> ### Style #3
>
> In this style, the teacher's primary concern is with the general character development of the student -- his decency,manners, civility, self-control, and so on. The teacher expects that some students will master the subject matter better than others, and grades accordingly. But the teacher's main emphasis is on the student's general deportment and on his learning and playing by the 'rules of the game.'
>
> ### Style #4
>
> This is the wholly 'permissive' style. Insofar as time and class size permit, the teacher encourages each child to express his own bents and interests -- to do what he wants to do, when he wants to do it, the way he wants to do it. There are no 'rules of the game' in this style, except the rule of spontaneity and live and let live."

There were too few selections of the "specific" style to warrant inclusion in the analysis -- a fact worthy of note in itself. So far as the others are concerned, it appears that teachers' (self-reported) styles are irrelevant to students' growth. (Table B34)

## The Effects of Different Definition of Educational Issues

The following statements or assertions about public education issues common in 1964 and 1965 were presented to all teachers. Their instruction was to indicate the extent of agreement or disagreement with each assertion.

The point of the questions was upon ways of perceiving, and possibly ways of resolving, the controversial issues of the public educational system.

a. Teachers are seriously underpaid.

b. Most teachers are mis-educated for their jobs.

c. Present state certification requirements are inefficient.

d. Teachers across the nation should follow the lead of the New York Teachers' Union.

e. Teachers are being asked to do an impossible job with their present resources.

f. Many teachers become cynical about their profession within a few years.

g. Most women who enter teaching do so only as a stop-gap until marriage.

h. Most ambitious men teachers aim toward administrative posts.

i. Many required education courses are a joke.

j. Most teachers are genuinely dedicated to teaching.

k. Higher salaries would attract more able people to teaching.

l. By and large, teachers are doing the best possible job under the circumstances.

m. There is nothing wrong with American education that more money can't cure.

n. The schools are being blamed for things that the whole society is responsible for.

o. Admiral Rickover's recommendations for education are sound.

p. A big obstacle to educational improvement is the conservatism of boards of education.

q. Board of education are the major force for education improvement these days.

r. There should be federal aid to education on a large scale.

s. Laymen should not interfere with professional educators.

t. Education is too important to be left to the educators.

u. Koerner's arguments in his Mis-education of American Teachers are sound.

v. I am more cynical now than I was when I first decided to be a teacher.

w. Teaching is more rewarding than I thought it would be when I first decided to be a teacher.

x. Teachers are not free enough to plan and carry out their own work.

y. Unions are not an appropriate form of organization for teachers.

z. "Merit pay" principles should be introduced.

The items were grouped into several categories according to their relevance for broad ways of viewing educational issues and problems. Category (1) represents the view that the "educational establishment" is the major obstacle to resolving public school problems, being formed by the way the teacher responded to items c, i, p, q, t, and v. Category (2) represents the view that the "teaching profession" is the major obstacle to resolving public school problems, being formed by the way the teacher responded to items b, f, g, h, and j. Category (3) represents the "defenders of the profession," established by the way the teacher responded to items a, e, j, l, m, n, s, and x. Category (4) represents a view of teachers as under-supported and perhaps exploited, being formed by the way the teacher responded to items a, e, l-n, p-r, and x. Category (5) represents the degree of professional commitment expressed by the teacher, being formed by the way a teacher responded to items b, c, f-j, and s. Teacher responses were scored, usually, on the basis of "high," "medium," and "low agreement or disagreement to all items comprising the categories.

The data are shown in Tables B35-B39. Critical attitudes toward "the establishment" on the part of teachers appear to be dysfunctional for boys' and girls' growth. Critical attitudes toward the teaching profession appear to be irrelevant (although the more critical teachers do tend to produce more accelerating boys than do the less critical). Parallely, differential tendencies to defend the teaching profession seem irrelevant, as do differential tendencies to regard teachers as under-supported or exploited. Degrees of professional commitment also appear irrelevant for boys, although it may be worth noting that the more committed teachers are more than twice as likely to produce declining students among boys; and they are consistently dysfunctional for girls.

## The Effect of Perception of Professional Weaknesses

The request below was made of all teachers:

> "Many teachers have indicated that they are conscious of certain lacks in their training, in the sense that they now wish they 'knew more' about something, or had various skills they now feel they do not have.
>
> "We list below several kinds of training or advanced education, and ask you to tell us, with an 'X' in the appropriate column, to what extent you think you could profit, as a teacher in your present situation, from each kind. Please assume in each case that the training is really competent.
>
> "Blank spaces have been left at the end for any additions you care to make.
>
> a. More training in the subject matter I teach.
>
> b. Child psychology.
>
> c. Adolescent psychology.
>
> d. Psychology of learning.
>
> e. The sociology and social psychology of my students' class and culture.
>
> f. The organization and operation of social service and welfare agencies in the city.
>
> g. The political climate of the city.
>
> h. The use of programmed instruction and 'teaching machines.'
>
> i. The use of audio-visual aids.
>
> j. Role-playing techniques.
>
> k. The Montessori method.
>
> l. Classroom techniques."

Inspection of response frequencies led us to consider only two categories of items -- "child-centered knowledge" (items b-e) and "technical-methodological knowledge" (items h-l). Other items were not used in this analysis.

Teachers were classified in two ways on those dimensions. On the basis of the items they checked as needing "very much" or "a little," they were classified as "high" or "low" on felt need for more of the two kinds of knowledge. Secondly, on the basis of the items they checked as helping "hardly at all" they were classified as "high" or "low" on "self-confidence with respect to each dimensions. The "felt need" data are shown in Tables B40 and B41; the self-confidence data, in Tables B42 and B43.

Variations in teachers' expressed need for more child-centered knowledge are irrelevant for the growth of both boys and girls. Responses regarding their expressed needs for more technical-methodological knowledge cannot be manipulated by our analysis. This is because 11 of the 22 teachers failed to check the key items "needing help hardly at all" and were therefore essentially "no answers;" and all the 11 other teachers ranked high in their response to this item. Stated differently, all the responding teachers who scored "low" were teachers who had not taught any of the students in our sample. This finding led to the additional analysis based upon the notion of self-confidence or professional complacency.

For boys, teachers' self-confidence regarding knowledge about the children themselves seems to be irrelevant for growth; but for girls, the more self-confident teachers appear to be the more functional. Self-confidence regarding technical-methodological knowledge seems to be irrelevant for growth of boys and girls. But again, as in the preceding analysis, one-half of the teachers had no response on the central item.

## The Effect of Teachers' Conceptions of Intelligence

Teachers were asked to respond to the following instructions:

> "In current public and academic discussions, the concepts of 'intelligence,' 'ambition,' and 'motivation' are receiving considerable attention. From such discussions we have put together the following list of statements.
>
> "On the basis of YOUR experience, please tell us whether you think each statement is 'Very probably true,' 'Possibly true,' 'Rather doubtful,' or 'Very probably false.'

"PLEASE NOTE: We are not asking you what you think the 'experts' are saying; rather, what your own experience seems to indicate.

a. Intelligence is determined by biological heredity.

b. Intelligence is relatively fixed by the biology of race.

c. Intelligence is the result of experience.

d. I.Q.'s of children can be raised significantly with appropriate techniques.

e. Intelligence tests measure whether children have learned certain things; they don't measure learning in general.

f. Intelligence tests measure people's ability to learn.

g. Intelligence test scores are good predictors of school grades.

h. Intelligence tests measure the ability of students to get good grades.

i. If through some clerical mistake, a teacher was told that a certain group of students had high I.Q.'s whereas in fact they had low I.Q.'s, the teacher would treat the students in such a way that they would learn very well.

j. There is always some way of motivating students to try hard.

k. Some children cannot be motivated to try hard to learn unless they are removed from their present environment.

l. Ambition cannot be taught."

The twelve items were classified into three categories. Those indicating a view that I.Q.'s are fixed and cannot be changed (a, b, d); those indicating a view that I.Q.'s are determinative of children's academic performance (e, f, g, h); and those indicating an optimism about the chances of educating children (i, j, k, l). Teachers were then classified as "low" or "high" on each of those three dimensions. The data are shown in Tables B44-B46.

Teacher conceptions that I.Q.'s determine performance appear to be functional for the growth of both boys and girls. Views that I.Q.'s are fixed seem also to be functional for boys' growth, but irrelevant for girls'.

"Optimistic" attitudes are, if not irrelevant, dysfunctional for boys' growth, and even more probably dysfunctional for girls'.

## The Effect of Differential Perception of Methods of Improving Pupil School Achievement

Teachers were asked to respond to the following instructions:

> "Many ways have been suggested for improving students' motivation and performance. We list several of them below.
>
> "Please indicate with an 'X' in the appropriate column whether you think each method would 'Help a lot with your students,' 'Help a little,' 'Make no difference,' or 'Do more harm than good.'
>
> a. Individual psychotherapy.
>
> b. Group therapy.
>
> c. Lower student-teacher ratio.
>
> d. More contact with guidance counselors.
>
> e. After-school homework supervision.
>
> f. Special tutoring.
>
> g. Role playing techniques.
>
> h. Different text books.
>
> l. Audio-visual aids.
>
> m. Religious counselling.
>
> n. Stricter discipline.
>
> o. Promise of jobs.
>
> p. Work-study program.
>
> q. More permissiveness.
>
> r. Greater respect for students' ethnic or class culture
>
> s. 'Horizon-expanding' trips, etc.
>
> t. Remedial reading."

The items were grouped into four areas: (1) methods emphasizing personal counselling of the individual pupil, represented by items a, b, and d. Area (2) is identified as methods emphasizing closer cognitive guidance of the individual pupil, represented by items c, e, f, and t. Area (3) is identified as methods stressing the role of the teacher or the teaching process, represented by items g, i, k, and r. And Area (4) is identified as methods emphasizing the role of the organized school setting, excluding the teaching process, represented by items c, h, l, o, and p. The data are shown in Tables B47-B50.

None of the variations in teachers' beliefs in those ways of improving student learning appears to be relevant for the growth of girls. Two of them may be functional for boys' growth: belief in the efficacy of closer cognitive guidance of students, and of increased or improved personal counselling.

## SUMMARY

The pattern of teacher characteristics that appears to be related to boys' growth in reading ability is that of teachers who see themselves as devoting a relatively large amount of time to their students' personal and interpersonal problems; who believe that I.Q.'s are fixed relatively early and that I.Q.'s determine students' performances; and who believe that both closer supervision of students' academic work and more personal counselling in psycho-emotional areas would improve student performance.

Teachers with certain different characteristics seem to be dysfunctional for boys' growth. Those characteristics are a tendency to be dissatisfied with the "kind of student" they are now teaching; to have high autonomy and achievement needs, and to be "risk-takers;" to be alienated from the educational establishment but committed to the virtues and effectiveness of the teaching profession. In short -- and quite speculatively -- the teachers who are dysfunctional for the kind of boys in our sample are the teachers who are ambitious, self-consciously professional, with an appetite for teaching more conventionally responsive students.

Several characteristics of teachers that had seemed plausibly related to student growth are suggested by our slender data to be irrelevant, in the case of boys. These are the teacher's tenure status and her residence; the amount of time spent on preparation, on direct instruction, or on extra-curricular interaction; philosophies of education; certain teaching "styles" (diffuse, character-oriented, or permissive); or expressed needs for more education or training. The effect of the race of teachers on boys' development seems, not surprisingly, to depend on the boys themselves or on other characteristics of the teachers, in ways our data do not permit us to explore. All we know is that white teachers seem to produce disproportionately more decliners and more accelerators among these predominantly Negro boys.

Girls, our data suggest, respond in some ways similarly to boys, and in some ways dissimilarly. They share with boys a seeming tendency to respond favorably to teachers who spend relatively large amounts of time (or say they do) on students' personal and interpersonal problems, and to teachers who believe that I.Q.'s determine performance. However, in the first place, the other characteristics that are functional for boys are not for gils; and, in the second place, several additional ones are. The latter are: Teachers of regular status, who are white; who spend relatively large amounts of time on direct instruction; who would like to spend more time than they do on nurturing their students into development; who are self-confident about their understanding of the children they teach; and who are "high" risk-takers, occupationally.

Two of the characteristics that may be dysfunctional for boys may also be dysfunctional for girls: Teachers who blame the educational establishment for the problems of education; and teachers who are "self-consciously professional." All the other characteristics we investigated seem to be irrelevant for girls' growth.

In conclusion, the pattern of teacher characteristics that seem to be ideal for optimum reading growth for this type of student population is that of teachers who devote special pains to their students' personal and interpersonal needs, and believe that student performance is primarily determined by an early-determined intelligence.

# CHAPTER C

# PEER RELATIONS AND ACTIVITIES AND READING ACHIEVEMENT

# CHAPTER C: PEER RELATIONS AND ACTIVITIES AND READING ACHIEVEMENT

Various sections of the interview contained a number of questions dealing with peer relations, school-related and social activities, and (primarily for the 10th and 12th grade students) dating patterns and attitudes.

We attempted to explore several plausible-sounding notions about the relationship between reading ability and peer relations: That students who failed, relatively, in this cognitive area were also relatively handicapped in a social-emotional way; that superior readers were less involved in a "youth culture;" that the different kinds of readers valued different qualities in their friends and/or engaged in different kinds of activities with them; that poor readers were involved in peer-relations sharply segregated from family relations; that the friends of poor readers were more likely to be involved in disciplinary troubles; that better readers might spend less time hanging around with friends.

We attempted to explore such notions by interviewing the students about their peer relations. What we find is that better readers are neither more nor less likely than poorer readers to have close friendships. (Tables C1a,b). When the students were asked to tell us about their close friends (Tables C2a,b), the better readers among the boys did not in any consistent or significant way use different terms with which to describe them than did poorer readers. All groups expressed in about equal proportions both a distinct expressive-emotional sense of relatedness, using such words as "kind and thoughtful," "like a brother or sister," "cheerful;" and an instrumental-usefulness relationship described in such terms as "shares, helpful," and "reliable-honest." Among the girls only, the better readers were generally more likely to describe their close friends as "reliable-honest." Further, the reading categories do not differ in any patterned way with respect to the kinds of activities the students engage in with their close friends (Tables C3a,b).

Our speculation that poorer readers might be involved with friends who pull them away from parental values received no support in reply to questions about how parents felt about the friends. About two-thirds of all categories said their parents "strongly approved of their close friends" (Tables C4a,b).

One of our efforts to see whether better readers had different kinds of friends than poorer readers was contained in a question about whether the respondent's friends had ever been "in trouble" in school (Tables C5a,b);

and if so, what kind of trouble (Tables C6a,b). No reading category was any more likely than any other to report having friends who had been in trouble; apparently "trouble" falls impartially on the friends of the successful and unsuccessful alike. So far as "kinds" of trouble are concerned, there are occasional differences, but they do not add up to any consistent or meaningful pattern. Young boys who had been poor readers at the 3rd grade were a little more likely than their superior fellows to have friends whose troubles come through fights, but among older boys, the relationship is reversed. Again, among the younger boys the poorer readers were more likely than the better readers to report friends who had arguments with their teachers or cut class or school, but the relationship is reversed among the older boys. Among younger girls who had been poor 3rd grade readers, trouble came from fighting, while among their more able sex mates it came from smoking. Among older girls, it was arguing with teachers that brought trouble for the poorer readers, but the better readers (at the 6th grade) were more likely to have friends who got thrown out of school.

So far as friends' trouble outside of school is concerned, there are no differences among reading categories at all (Tables C7a,b; C8a,b).

Poorer readers among the 8th grade boys and girls and older boys are more likely than others to go out with friends 3-4 or more nights a week; but the better readers are no more likely than others to say they did not go out at all with friends (Tables C9a,b; C10a,b). Among all reading categories equally, it is the custom for friends to visit them in their homes (Tables C11a,b). This visiting, moreover, is generally positively encouraged by parents, but there are no consistent or meaningful differences among reading categories (Tables C12a,b).

In addition to the general kinds of "peer" issues described above, we interviewed the students about their dating practices and attitudes (Tables C13a,b). In general, there are no important differences among reading categories, except possibly that, among girls, the better readers were more likely to have started dating at early ages (12-13), and that among boys the accelerators were more likely than others to name "the nice personality" of their girl friends as a quality most liked (Table C14b). Among the students who do date, with respect to going steady versus "playing the field" (Tables C15a,b), and with respect to their parents' attitudes about going steady (Tables C16a,b) there are no differences between better and poorer readers.

## Reference Groups and Reading Achievement

The 8th, 10th, and 12th graders who completed Form B of the questionnaire (page 9, Appendix H) were asked a series of questions about six activities: Working as hard as possible on school work; doing as well as possible in school; being polite and well-behaved in school; being interested in school work; being hard and tough; and looking for fun (Tables C17-C21). The questions asked about each activity were whether the respondent engaged in it "most of the time," "a lot of the time," "some of the time," "hardly ever," or "never;" how much he thought it helped or hurt in getting friends' approval and teachers' approval; and how much he cared about friends' or teachers' approval in each instance.

About three-fourths of the respondents said they thought that the first four of those activities (the "good" ones) "helped a lot" in getting the approval of teachers; between 48% and 58% said they helped a lot in getting friends' approval; and roughly a third said that they behaved in those "good" ways "most of the time." (Over half said they were polite and were behaved in school most of the time.) A very small minority -- about a tenth -- said that being hard and tough helped a lot in getting teachers' approval, and even fewer said that that helped a lot in getting friends' approval. About a tenth said they were in fact hard and tough most of the time.

When it came to the category of "looking for fun," about 15% thought that this helped a lot in getting teachers' approval, while a fifth thought it helped a lot in getting friends' approval. About a fourth said they were looking for fun most of the time.

So far as the importance of others' approval is concerned, between 40 and 50 percent of all the respondents said that they "cared a lot" whether their friends approved of them in each of the four conventional categories of behavior, but only 13% gave that reply about being hard and tough, and 23% said so about "looking for fun." By constrast, over three-fourths cared a lot about their teachers' approval in the conformist categories, and between a fifth and a fourth did so with respect to the nonconformist activities of being hard and tough and looking for a good time.

So far as the students as a whole are concerned, then, it is clear that the great majority are oriented to conventional values, feel that their friends are too, and place great value on their teachers' approval. So great is their antipathy toward either the blackboard jungle kind of behavior or the youth culture hedonistic stereotype, however, that they overwhelmingly say they reject them in their own behavior, while at the same time maintaining that they do not care a great deal about either their friends' or their teachers' approval in those areas.

## Differences Among Reading Groups

For simplicity's sake we shall confine attention to the growth categories and to sixth grade reading scores.* Tables C17 to C21 show the percentages of each reading category who responded as indicated to the questions.

With respect to their friends' values and to how much they care about their friends' approval, there are certain differences that merit comment not so much for their magnitude as for their direction (Tables C17 and C18).

Contrary to what one might have expected from the notion of peer influence on school performance, it is consistently the poorer readers (the Decliners and the 6th grade Lows) who are more likely to say that conformity to conventional values "helps a lot" in getting friends' approval. (The Decliners, interestingly, are also most likely, on the other hand, to say that it helps a lot in getting friends' approval to be "looking for fun.") The poorer readers are also consistently the most likely to "care a lot" about their friends' opinion in those areas of conduct (as well as in the area of looking for fun).

The differences, which range up to 20% (there are virtually no differences between the middle and the upper categories of readers on either measure), are, of course, susceptible of several different interpretations. It may be that the poorest readers are the most conscious of the high value placed by students in these schools on conventional behaviors because they suffer most from falling short. The better** readers may not believe so much that conventionality is so important in getting friends' approval because, having succeeded as students on those dimensions, more subtle factors loom larger as conditions of friends' approval.

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* Categories based on 3rd grade reading scores are not included in this analysis, because (a) the time of their measurement is farther removed from the time of the question considered here, and (b) inspection indicates that including them would not change the conclusions in any significant way.

** A reminder here may be worth the repetition: These "better" readers are not superlative readers. On the average, they are two months ahead of grade level in reading.

From this point of view, it may be that peer values are not so important as independent variables in causing individuals to exert effort; it may be, rather, that something else causes differential performance, and poor performance causes different perceptions of peer values. On the other hand, it may be that peer values do importantly channel effort, but that some students simply do not have the ability to perform well. Those, then, become the ones who continue to be sharply aware of the values in question, while those who have adequately met that test, take such values for granted.

We are unable to select between such interpretations, and can only report that, in the population we studied, students who had done poorly as students are the most likely to say that their friends valued good student performance and that their friends' opinions were important to them.

So far as perceptions of teachers' values are concerned, and the importance attached to teachers' attitudes (Tables C19 and C20), the differences among reading groups, generally smaller and less consistent, are, if anything, in the opposite direction. The better readers, and those who had grown most between the 3rd and 6th grades are a little more likely than others to say that it helps a lot in getting teachers' approval to work hard and to do well. In other respects, including the value attached to eachers' attitudes, the only difference is that the poorer readers are more likely than others to say that they care a lot about whether the teacher feels they are interested in school work.

Turning to the question of how students report themselves as behaving in the six activities referred to, we note again that fewer students say they conform most of the time to the conventional values of school than say their friends and teachers value such conformity. In general, there are no differences between reading groups, but two instances of slight differences merit comment because of their direction. Poorer readers are somewhat less likely than better ones to say they are "polite and well behaved" most of the time; but Decliners are more likely to say they are"interested in school work" most of the time. On the basis of the other measures (the 6th grade scores), however, this latter difference does not appear; and it is probable that it is not stable. At least, however, it is worth observing that the better readers are not "more" interested in school work.

## The Relationships Among Perceiving and Caring About Friends' Values and Own Behavior

In further pursuit of distinctions among reading categories with respect to peer relations, we addressed the question of whether the categories differed from one another in their tendencies to associate the perception that conformity helped to gain friends' approval and the valuing of friends' opinions. Only one "conformity" item is analyzed in this way -- viz., "working hard on school work." The basic data are shown in Table C22.

It should be noted first that in all reading categories, those who think that working hard on school work helps a lot to gain friends' approval are considerably more likely than others to say they care a lot about their friends' attitudes regarding this activity. Put otherwise, if students don't think their friends care about something, then they don't care about their friends' opinions in that area.

And, the fact is, different ability levels do not affect that tendency in any way worth mentioning. The "ε" (epsilon) values in each of the six subsets of Table C22 are essentially the same. It is not, then, the case that among better readers, perceiving friends to value hard work affects their concern with friends' opinions any more or any less than it does among poorer readers. However, it is also worth noting a tendency consistent with an observation made above: The poorer readers (Decliners and Constants compared to Accelerators; and Lows compared to Averages and Highs) who think effort applied to school work helps a lot in gaining friends' approval are more likely than the better readers to care a lot about those friends' approval.

Finally, we took one more step toward exploring the part played by peer values in reading ability or growth. For each reading category, we calculated chi squares and gammas for the relationship between reported behavior in each of the six kinds of activities described above, on the one hand, and the importance attached by respondents to their friends' and teachers' opinions in those areas, on the other, holding constant perceptions of whether conformity in each area did or did not "help a lot" in gaining those persons' approval. Since there were six categories of reading (3 growth score categories and 3 sixth grade categories), there were 144 chi square tests (6 activity issues by 6 reading categories by 2 sets of "others" -- friends and teachers -- by two conditions of the others' values, one in which engaging in an activity "helps a lot" to gain their approval, and one in which it does not).

For reasons of space and economy we do not present those 144 tables. (They are available upon request.) In only eleven of them was there a significant relationship (at the .05 level) between students' perceptions of their friends' or teachers' values, and their reports of their own behavior. This is only 8% of the possible times at which a significant relationship might have been observed; and is itself probably a random phenomenon. However, we list below the generalizations that could be based on those eleven cases, to indicate the kind of observations under discussion.

First, though, it will be well to state precisely the general question to which the 144 tables provide an answer. It is this: Do reading categories differ with respect to their (self-reported) behavioral sensitivity to combinations of (a) their friends' or teachers' approval-disapproval of various actions, and (2) their own desire for friends' or teachers' approval in the context of those actions? The general answer is that they do not. The eleven instances in which there are statistically significant relationships between self-reported behavior and desire for friends' or teachers' approval are as follows:

1. Among Decliners who think that being hard and tough helps to gain friends' approval, those who care a lot about friends' approval are more likely than those who don't to act hard and tough most of the time.

2. Among Constants who think that being hard and tough does not help to gain friends' approval, those who care a lot about friends' approval are nonetheless more likely than those who do not to act hard and tough most of the time.

3. Among 6th grade Lows who think that being hard and tough helps a lot to gain friends' approval, those who care a lot about friends' approval are more likely to act hard and tough most of the time.

4. Among 6th grade Lows whose friends do not value hardness and toughness, those who care a lot are again nonetheless more likely to act hard and tough most of the time than are those who do not care.

5. Among 6th grade Averages whose friends do not value hardness and toughness, those who care a lot are still more likely to be hard and tough most of the time.

6. Among Decliners who think that "looking for fun" helps a lot to gain friends' approval, those who care a lot about friends' approval are more likely than those who do not to report themselves as looking for fun most of the time.

7. Among Decliners who think that doing as well as one can in school helps a lot to gain

teachers' approval, those who say they are doing as well as possible are mostly the ones who say they care a lot about teachers' approval.

8. Among 6th grade Averages who think teachers value being interested in school work, those who care a lot about teachers' approval are more likely than those who do not to say they are interested in school work most of the time.

9. Statement 8 is also true of 6th grade Highs.

10. Among 6th grade Lows who do not think that being interested in school work helps to gain teachers' approval, those who care a lot are more likely than those who do not to say they are interested most of the time.

11. Statement 10 is also true of 6th grade Highs.

In short, the first five statements say that among the less-than-the-best readers, those whose friends value hardness and toughness are likely to be hard and tough, provided they value their friends' approval in this area; but if they do value their friends' approval, they are likely to be hard and tough even if doing so does not help "a lot" to gain friends' approval. (It may, of course, "help a little;" but this is a piece of information that was lost in the collapsing of response categories.) The implication that may be worth notice here is that this is not true of the best readers. What might be inferrable from this and from the finding that the reading categories do not differ with respect to their friends' evaluation of hardness and toughness, is that the best readers are those who are able to resist purchasing friends' approval by being hard and tough -- either because they are able to do without it, or because they can purchase it another way. The point we think merits emphasis, slender as the evidence is, is that "peer values" do not necessarily determine students' behavior; everything depends on other aspects of the students.

The last four statements amount to the observation that students at all reading levels are more likely to say they are interested in school work if they value their teachers' approval, even though they may not believe that being interested helps "a lot" in gaining that approval.

Apart from those observations, the major significance of our data in our view is that they do not lend support to the idea that differential academic achievement among the students we studied is to be accounted for in terms of the values of their peers, or their sensitivity to those values. These students are strongly oriented toward school values and toward teachers' opinions; so are their friends; and they value their friends' good opinion. Explanations of their differential success lie elsewhere.

# CHAPTER D

# VALUES, SELF-CONCEPTIONS, ASPIRATIONS

# CHAPTER D: VALUES, SELF-CONCEPTIONS, ASPIRATIONS

Several sections of the self-administered questionnaire dealt with the general areas of the students' self-concept; their self-concept of ability; their felt ability to control and adapt to the environment; their school, occupational, and family expectations and aspirations; their attitudes toward education, and other activities that indicate the students' relative assessment of the things that affect their lives.

## Self-Concept

The relationship between "self-concept" and performance is probably circular, in the sense that superior performance contributes to satisfactory self-images, and self-confidence facilitates superior performance. Since our measures of "self-concept," however, were made between two and nine years after the student had"performed," as we measured performance, it is reasonable to suppose for the moment that we are observing only that half of the circle in which performance affects self-image.

Using, for comparative purposes, the measures of self-concept developed in a University of Michigan Study of High School boys,* we asked all students who completed questionnaires to agree or disagree (with the usual degrees), with thirteen statements. The statements may, impressionistically, be classsified into four categories, as follows:

A. Sense of Competence or Efficacy.

1. I doubt I'll make it through high school.
2. I am able to do most things as well as other people my age.
3. The way I do in school isn't much to be proud of.

B. General Self-Acceptance.

1. I feel pretty good toward myself.
2. I am satisfied with myself.
3. There are times when I feel I'm not much good.
4. I wish I were someone else.

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*Study conducted by Robert D. Vinter, University of Michigan School of Social Work under a grant with the U.S. Department of Health, Education and Welfare

C. Sensitivity to Others' Negative Opinions.

1. I sometimes feel adults are against me.
2. It disturbs me when someone laughs at me for something I've done.
3. It bothers me when someone doesn't like me.

D. Involvement with Friends.

1. It is important to have friends.
2. I try to do the same kinds of things that most of my friends do.
3. When things aren't going well for me, I depend a lot on my friends to give me a lift.

Our findings are presented in Tables D1a and D1b, and may be summarized as follows:

So far as a sense of competence is concerned, early successes seem to contribute to later feelings of efficacy, for both girls and boys, and, if anything, more for the former. (The item "doubt that I'll make it through high school" is the only one on which differences between the reading categories reach statistical significance for both boys and girls, however. Among the girls, there are significant differences between the better and poorer readers on the item, "able to do things as well as most people my age," and "proud of the way I do in school.") Sense of competence, on the other hand, is quite different from a general sense of self-acceptance; early successes in reading are not so predictive of that. For boys, 6th grade superiority may contribute a little, and Acceleration possibly more, as Acceleration may also do for girls. But it is noteworthy that for both boys and girls, early success -- and especially Acceleration -- is negatively associated with what might be regarded as "complacency," as indicated by the item, "I am satisfied with myself." (With the exception of the item "wish I were someone else," for girls, measured at the 6th grade and by reading growth, the differences on the general self-acceptance items are not significant.)

Early mastery of reading skills does not seem, either, to lend any imperviousness to sensitivities to the negative opinions of others, although, in the case of boys, it may be associated with a lesser tendency to feel that "adults are against" them. (This relationship is not statistically significant.)

With respect to involvement with friends, an interesting difference is suggested between boys and girls. Boys who had been successful (on our measure) early, are more likely than their counterparts to indicate that it is important to have friends, and not as likely to indicate that they depend on friends or try to do the same thing as their friends do. (These differences for boys, however, are not statistically significant.) This is not the case for the better readers among the girls who, if anything, are less likely to indicate involvement with friends.

The relationships noted between sense of competence and earlier success are confirmed by the analysis of other data. A set of eight questions used by Brookover/1 in his study of the relationship of self-images to achievement among junior high school (seventh grade) subjects, was included as part of our questionnaire. The full wording of the questions and the alternatives provided may be found on page 4 of Appendix G; their general nature is to ask the student to compare himself with various categories of peers, and to estimate his ability to get good grades.

Brookover's hypothesis was that self-concept of ability is an independent variable, limiting school achievement, because "....the child learns what he perceives he is able to learn;"/2 but, as noted above, we are, in the first place, inclined to the view that the relationship is probably circular; and in the second place, our data permit us only to assess the relationship between prior achievements and later self-concepts.

Tables D2a and D2b show the relationships found in our sample between responses to the eight questions and the three (antecedent) reading measures, for boys and for girls.*

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*Brookover's cutting points used in his "self-concept of ability" score were used where the questions seemed to have the same distribution in our sample; in other cases the adjacent category was chosen for the dichotomy. An example of the consequence of this decision is that for the question "What kind of marks do you think you could get if you wanted to," Brookover cut to include answers of "mostly A's" and "mostly B's" in the "positive" category. For our sample, between 90 and 95% of the cases would have been included, and would not provide meaningful variations between categories. The decision to dichotomize at "mostly A's" resulted in a range of 18 to 52% "positive."

For both boys and girls, Tables D2a and D2b show clear and consistent relationships between measured reading ability and feelings of ability: a larger proportion of high achieving than of low achieving students were "high" on the sense-of-ability items in all fifteen of the comparisons made by growth category, and on 31 of the 32 comparisons made in terms of the two reading levels. Only six of these comparisons reveal inconsistencies when adjacent categories are compared. (The relationships between reading ability and self-concept of ability are significant for boys, only (measured at the 6th grade and by growth) on the items, "my work is 'excellent' or 'good,'" (and "I could get A's," and, for girls, on the items, "have the ability to complete college," "my work is 'excellent' or 'good,'" and "I could get A's.")

We also developed a total score in which the values of 1 to 5 were assigned to the responses for each item.* There is a clear, consistent significant relationship for both sexes between measured antecedent achievement and students' self-estimates of ability (relationship not significant for boys, measured at the 3rd grade). These findings, of course, lend support to James Coleman's observation that

> "The relation of self-concept to achievement is, from one perspective, merely the accuracy of [the student's] estimate of his scholastic skills, and is probably more a consequence than a cause of scholastic achievement."[9]

Our data do not permit evaluation of the alternative Brookover hypothesis.

### Felt Ability to Control the Environment

Coleman found, in his national sample, that students' sense of competence was closely related to their (simultaneously measured) verbal achievement scores, *especially among relatively "advantaged" youth*. More closely related to achievement than sense of competence *among relatively disadvantaged youth*, was a sense of ability to control the environment. As Coleman puts it, there may be "...a different set of predispositional factors operating to create high or low achievement for children from disadvantaged groups than for children from advantaged groups. For children from disadvantaged groups, achievement or lack of achievement appears closely related to what they believe about their environments: whether they believe the environment will respond to reasonable efforts, or whether they believe it is instead merely random or immovable."[10]

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*This is the measure used by Brookover in his analysis; he determined that, for his sample, there was little disparity between correlations which used a Guttman scale and a simple (weighted) score.[3]

Coleman's measures of the sense of ability to control the environment were respondents' agreement or disagreement with the statements:

> "Good luck is more important than hard work for success."
>
> "Every time I try to get ahead, something or somebody stops me."
>
> "People like me don't have much of a chance to be successful in life."

We did not include identical items in our questionnaires; but we did include the Leo Srole scale of anomia, which, on the face of it, may be interpreted as tapping the same general sense of ability to affect the world as Coleman's items. The items in Srole's scale are the following:

A- There's little use writing to public officials because they often aren't really interested in the problem of the average man.

B- Nowadways a person has to live pretty much for today and let tomorrow take care of itself.

C- In spite of what some people say, the lot of the average man is getting worse, not better.

D- It's hardly fair to bring children into the world with the way things look for the future.

Our findings are shown in detail in Table D3. In all instances except one (boys, 3rd grade reading measure by question E, "count on"), it is clear that early success in reading is related to low feelings of "anomia;" in only four instances (out of 30 comparisons) are the relationships not consistent, and in three of those four, the inconsistency lies in the fact that a larger proportion of Constants, or of Average readers, than of others, show personal anomia.* To put the matter in Coleman's terms, early success seems to contribute to feelings of being able to control the environment. (The findings are, of course, equally consistent with either of two alternative hypotheses, neither of which are we in a position to test: (1) That our present observations of anomia reflect psychological states that were present at the earlier points when the achievement tests were taken; and (2) that both the early achievement scores and the present anomia scores are results of some third factors, antecedent to both.)*

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*Most of these relationships are not significant, however. Among both boys and girls, only the items, "live for today" and "bring children into the world" were significantly related to reading growth and 6th grade reading ability; and, among the boys, the item, "public officials" was significantly related to reading growth and 6th grade reading ability.

We also developed a score of anomia.** These figures (percent high on the score) have also been included in Table D3; and point to the same conclusion (relationship significant only for boys at 6th grade and growth).

It is a familiar hypothesis[18] that one reaction to feelings of inability to affect the environment by institutionally prescribed means is to favor illegitimate means. Neal and Rettig[19] have developed several items to measure this tendency, which they conceive as being on the dimension of "alienation" specified by Seeman[20] as "normlessness," and which might also be regarded as related to Merton's concept of "innovation." We used nine of the Neal and Rettig items in Form A of our questionnaire. (See Appendix G, page 10) The details of our findings are shown in Tables D3.

So far as the relationship between reading success and this measure of "normlessness" is concerned, Table D4a permits 27 comparisons for boys. In 15 of these, the more successful students (Accelerators, and Highs at the 3rd and 6th grades) were more likely to agree that some form of ordinarily "frowned upon" behavior was necessary; and in 12 of them, it was the less successful students who felt so. Clearly, there is no consistent relationship for boys; factors other than success in mastering the school task of reading affect this dimension of "alienation."#

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* Note that in Chapter A above, we did report no relationships between anomia and selected family characteristics.

**A weight of "1" was assigned to each item on which a respondent answered either "strongly agree" or "agree."

# Insofar as specific indicants of normlessness are concerned, we found statistical significance between reading categories only on the items "exaggerate abilities," and "serve special interests" (relationships significant for growth and 6th grade reading only). But on these two items which did show significant differences between students of differential reading

Among the girls (Table D4b) the situation is slightly different. In only 7 of the 27 comparisons are the more successful girls more likely to register normlessness than their less able peers (and some of those differences are inconsequentially tiny). In 19 instances, it is the less able girls who are more likely to endorse "normless" items -- although, again, three of the differences are trivial; and several more are quite probably so. On only two of the items ("influence," and "exaggerate abilities" the less able girls are significantly more likely to endorse normless behavior.

For neither girls nor boys, then, is mastery or lack of mastery of reading skill clearly related to "normlessness."

Analysis of reading ability by a normlessness score* demonstrates further that there is no relationship between reading ability and normlessness for boys, but suggests that, for girls, when compared by their 3rd and 6th grade reading abilities, the poorer readers are more likely to endorse normless behavior.**

We then raised the question of whether those who scored high on the anomia score were more likely than the less anomic to feel that illegitimate activities were necessary for success. Cross-tabulations of the (uncollapsed) scores does not produce any significant chi-square associations at the .05 level. Further, inspection of the percentage differences in Table D5 indicates that there is no overall difference between those students who are high on anomia and those who are low on anomia with respect to their orientation toward normlessness. Comparison of students' differential reading abilities indicates that among the better readers, it is the ones who are more anomic than others who are somewhat (but not significantly) more likely to report that they condone the use of illegitimate means as measured by the normlessness score.

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ability it is interesting to notice that it is the better readers who are significantly more likely to indicate that "special interests" should be served, but the poorer readers who are significantly more likely to feel that they need to "exaggerate abilities."

* in which each respondent who answered in an alienated way to each dichotomized question was given a weight of "1", as suggested by Arthur Neal.

**Although, for girls, the differences between poorer and better readers are significant when compared by their third and sixth grade reading abilities, we cannot, with confidence, conclude that there is a true causal relationship because there is no relationship between reading growth and normlessness.

Further evidence of students' alienation and felt ability to control the environment was obtained from answers to a series of questions (page 7, Form B of the questionnaire -- Appendix H) which asked about their perceptions of their friends' attitudes toward "other boys and girls" who were able to do a couple of conventional things (get good jobs, good grades) and who had skills in several deviant things (make a fast buck, try different kicks, outsmart the police, con people, make connections with the rackets, be rotten to their parents). These questions were used by Hamblin in his study of Negro adolescents in a St. Louis Delinquency Control Project./11

The data for our sample are given in Tables D6a and D6b so that the percent of students in each category endorsing conventional values is presented. Among the boys, the better readers are clearly more likely than the poorer readers to report that they dislike the deviant behaviors described as: conning others, being hard and tough, and making connections with the rackets (on only this latter item the differences reach statistical significance, however). Among the girls, the only tendency (differences not significant) is that the poorer readers are more likely to dislike people who are "able to do what they want to." There are no differences between reading categories for the other items.

Information about students' knowledge and belief in the Bill of Rights (questions developed by Horton)/13 -- see page 11, Appendix G) also serves to provide further insight into the feelings the students have about their status in society and their relative freedom (Tables D7a and D7b).

Among the boys,* the better readers indicate support for freedom of religious beliefs and freedom to hold public meetings more than do the poorer readers; and the poorer readers were more likely than the better readers to support newspapers' right to print anything they want and to oppose the police practice of third degree examinations, but none of these differences were significant. Among the girls, the better readers were more likely than the poorer readers to support several freedoms: religious beliefs,** the right of criminals to have a lawyer,# (probably) the right of religious groups to meet; and

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* Again, the students' reading growth between 3rd and 6th grades and their 6th grade standing are considered more relevant than their 3rd grade standing.

**Differences between students of differing reading abilities reach statistical significance for all three reading measures.

# Differences reach statistical significance on 6th grade reading and growth comparisons.

were opposed to restrictions of individual freedoms in the form of police holding persons and testifying against oneself.*

Scores were developed for these 14 items;** among both the boys and girls, the better readers, measured at the 6th grade, were somewhat, but insignificantly more likely, and accelerators significantly more likely to support these freedoms expressed in the Bill of Rights -- probably further evidence that the students who have been able to achieve relatively better than their peers to this point in their careers feel they have a better opportunity insofar as getting along in their environment is concerned.

Finally, in order to control the environment, it is sometimes useful to know who the people are who are in charge of the various segments of government. We asked the students who filled out Part B of the questionnaire (page 2, Appendix H) to supply such things as names of local and state officials, years of election and name of the former mayor of Middle Atlantic (Table D8). The better readers, especially among the boys, were significantly more likely to know the name of the mayor of the city and the governor of the state. Among the girls, the better readers may be somewhat (but not significantly) more likely to know the name of the governor's political party. Again, we find evidence that the better achievers may have a greater potential for understanding and manipulating their environment.

## What is Considered Important?

We asked the students who completed Form B of the questionnaire "how important" various things were to them (see Appendix H, page 6). The items may be roughly classified into indicants of achievement orientation (passing courses, having a good record, getting the most from school, going to college, having a well-paying job, having a steady job); and indicants of an affective orientation (having teachers think well of them, being well-liked by students, getting along with teachers, having a satisfying home life, having parents think well of them, and having a good time). The detailed findings are shown in Tables D9a and D9b.

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* Differences reach statistical significance on 6th grade reading and growth comparisons.

** As suggested by Horton, the weights of "2", "1"and "0" were given answers of "agree," "uncertain," and "disagree" with the freedom referred to in the statement. Horton demonstrated unidimensionality of the items for his sample.

So far as achievement orientation is concerned, the predominantly conformist nature of these students is again shown in the fact that the overwhelming majority said they regarded the achievement goals as "very important." The only exception is the probably realistic one of "going to college," which only about half of the students said was "very important." In this case, the better readers among the boys (Accelerators and 6th grade Highs, but not 3rd grade Highs) were the more likely to say "very important;" but not significantly so; and among the girls what small differences there are among reading categories are (inconsequentially) in the other direction. With respect to the other achievement indicants, differences are trivial.

In the case of affective orientations, only two items showed the overwhelming choice of "very important" seen in the achievement items; and both suggest a strong family orientation: "Having a happy and satisfying home life when I'm an adult," and "having my parents think well of me." With respect to these two, there are no differences among reading categories, for either boys or girls. Two items, however, in the case of the boys, suggest interesting (though not statistically significant) differences: The better readers (particularly the Accelerators, and 6th grade Highs) were distinctly less likely than others to regard either "being well-liked by most students" or "having a good time" as very important. Among the girls, the differences are smaller and less consistent. (Accelerating girls are a little more likely than others to regard these as very important, while the 3rd and 6th grade Highs are a little less likely. Only the 3rd grade High girls, with respect to "having a good time," are vividly less likely to say it is "very important.")

One other item in this set may merit mention. Among the boys, two categories of superior readers, Accelerators and -- to a lesser degree -- sixth grade Highs, were less likely than their counterparts (though not significantly so) to consider "having teachers think well of" them very important. Among girls there are no differences.

In the context of "what is important," each student was asked to report his relative allocation of time to mass media consumption (page 9, Appendix H). Almost three-fourths of all students report they watch television and listen to the radio "almost every day" (Table D10). There are no differences among boys between the better and poorer readers in their reported exposure to radio and television -- except that it can be noted that in each instance a higher proportion of the Constant readers (and medium or average readers at the 3rd and 6th grades) than the others reported daily exposure. Among girls, the better readers are somewhat (but not significantly) more likely to report daily television and radio exposure.

Over half of the students report that they "read or glance through a newspaper" daily, but there are no differences, among boys, between students of different reading abilities. Among the girls, again, the better readers are more likely to say they read a newspaper daily.

Only a fifth of the students say they "read or glance through a magazine" daily; there are no differences for either boys or girls between reading levels.

Attitudes Toward School, Education, Family

A series of questions dealing with attitudes toward school and education was asked of the students who answered Form A of the questionnaire (see page 6, Appendix G). Two-thirds of the students thought that the teachers in their school were "good teachers, pretty sharp" (Tables D11a and D11b). For boys, the better readers at the 3rd grade were significantly more likely than the poorer readers to supply positive statements of teachers' competence. There are no consistent differences in evaluation of teacher competence by girls of different reading abilities.

Over 90 percent of the students thought that a high school education was "absolutely necessary" in order to get a good paying job. Students of all reading abilities, both boys and girls, felt equally strong about the importance of a high school education for a good paying job.

Two-thirds of the students felt that high school education was "absolutely necessary" in order to be respected and looked up to; only among the girls was there any difference by reading ability: the declining girls felt that education was important for respect significantly more than did the other categories of girls.

Almost two-thirds of the students felt that being colored or white was "not important at all" in determining how well they make out in school. There are clear suggestions, however, that the poorer readers of both sexes do feel, more than do the better readers, that race is an important factor in their success in school: a smaller proportion of the decliners (and lows at the 6th grade) than accelerators (and highs) feel that it is "not important at all." (These differences are statistically significant for girls measured by growth and at the 6th grade.)

Finally, the students were asked to tell us how they would prefer to be remembered at the school (questions selected from Coleman's 1961 study of adolescents.)[74] Boys were asked to choose between being remembered as "brilliant student," "athletic star," and "most popular;" girls chose between "brillian student," "leader in activities," and "most popular." The better readers

readers among both boys and girls were somewhat (but not significantly) more likely to want to be remembered as "brilliant student;" the poorer readers among the boys were somewhat (but not significantly) more likely to want to be remembered as "athletic star;" there were no strong or clear differences among students of different reading abilities in terms of wanting to be remembered as "most popular," nor among the girls with regard to being remembered as "leader in activities."

A further series of questions dealing with attitudes toward education, family, and religion was included in Form A (see page 8, Appendix G). For presentation in Tables D12a and D12b, the items have been dichotomized to include those students who indicated a positive orientation toward the overall dimension (education, family, religion).

On the various items dealing with education, including whether or not teachers understand students' problems; whether teachers give fair grades; whether working hard in school is worthwhile; and whether or not teachers show respect for students -- there is an overall pattern showing a tendency for the accelerators rather than the decliners (high readers rather than low) to feel positive toward the dimension: in 21 out of the 24 comparisons made for both sexes between the better and poorer readers, a larger proportion of the better readers indicate support of the educational system. In particular among the boys (and, among the girls, except for the accelerators), the poorer readers are less likely to feel that working hard in school pays off. It is also interesting to note that the constant readers among both boys and girls are less likely to feel that "teachers understand" than do the decliners and accelerators; that the girl constants are less likely to think that "most teachers give fair grades," and that it "pays to work hard in school;" and that both the boy and girl constants are less likely to feel that "teachers respect students." None of these differences between students and differential reading abilities is statistically significant, however.

With regard to the items dealing with family life, the better readers among the boys are slightly more likely to feel that "married people get along;" and that (except when measured at the 3rd grade) parents do "give children love." Among the girls, the better readers (measured at the 3rd and 6th grades) feel that "married people get along;" that parents do "give children love" (except when measured at the 3rd grade); and that "marriage and children is one of the best things in life" (except when measured at the 3rd grade). For boys, there are no differences between reading abilities with respect to whether "marriage and children is one of the best things in life;" and the item, "children behave as their parents want" reflects conflicting tendencies. Among the girls, poorer readers are significantly more likely to feel that "children behave as their parents want." But here as elsewhere, the similarities among the reading categories are more impressive then the differences.

With regard to the several items dealing with attitudes toward religion, the better readers among the boys were somewhat but not significantly more likely than the poorer students to feel that prayer was necessary in order to "get the good things in life;" and were less likely than the poorer students to feel that religion was important "only on the sabbath." There were no consistent or important differences for girls.

As further evidence about students' attitudes toward their school, family and daily lives, we asked a series of questions (see page 7, Appendix G) dealing with their daily routine, also used by Hamblin in his St. Louis study/11 (Table D13). Among the boys, the poorer readers were more likely than the better readers (except when compared by 3rd grade reading) to "like very much" the "place they live in," the "things to do," and the "city they live in (Middle Atlantic)." Among the girls, the poorer readers were satisfied with (liked very much) more than were the better readers: their "life," and the "place they live in." (The decliners among the girls were also somewhat more satisfied than the better readers with the "things to do" and with the city.) These differences are not statistically significant, however.

## Educational Aspirations and Expectations

Closely related to students' attitudes toward school, education, family and their daily lives are their expectations and aspirations about finishing high school and going on to college (Table D14). About 40 percent of the students in our study reported that they would like to go to college, but only about 30 percent think they actually will go. Almost 60 percent report that their parents want them to go to college, but less than a third report that they think their best friend plans to go to college.

Among the boys, when compared by reading growth and 6th grade reading levels (the two more relevant measures) our data show clear relationships on each of the four questions between reading ability and educational expectations (the differences between students of differential reading ability are significant with regard to whether or not the students feel they actually will go to college). Among the girls, we find suggestions of the same relationships, although they are not so pronounced or consistent as for the boys.

The better readers among the boys are more likely to report that their parents want them to go to college (than the poorer readers). The difference is significant only between students of differential growth. Among the girls, we find the same tendency, although the relationship is not so strong as for the boys.

Finally, the better readers among the boys also are more likely to report that their best friend plans to go to college. This finding (not significant for the boys) is not so clear for the girls.

Cross-tabulation of students' aspirations by expectations (Table D15a) reveals that the better readers, among both boys and girls, are definitley more likely than are the poorer readers to expect to achieve their aspirations. Further, it is likely that better students' aspirations are more closely linked to best friends' college plans than are the aspirations of the poorer students (Table D15a). And the expectations of the better readers are also more likely to be similar to best friend's plans than are the expectations of the poorer readers (Table D15b).

Further evidence also exists within these questions that indicates that students' plans for higher education are a result of parental expectations (Table D15c) and are related to both aspirations and expectations of best friend (Table D15d),* and that the students who are the better readers rather than the students who are the poorer readers, are more likely to reflect these influences. (The only reversal of this finding is probably an unstable figure since the combined figure for both sexes would produce an epsilon consistent with the other figures.)

Each student was asked to indicate whether or not he would probably be able to go as far in school as he wanted to, and if he were not able to do so, what the reasons would probably be (see Appendix H, page 7). Tables D16a and D16b present the tabulated answers for the entire sample to each alternative; and Tables D17a and D17b show, for the sub-sample of students who indicate they will probably not go as far as they want to, what the reasons probably will be for dropping out of school.

Among all the students, 43 percent indicate they will probably go as far in school as they want to. There was, again, a consistent relationship, for both boys and girls, between expectations of achieving their school ambitions and reading ability.**

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* Relationship between best friend's expectations and own expectations statistically significant for boys.

**Relationship significant for girls measured at 6th grade and growth.

Only about 10 percent of the students indicate they will have to drop out to earn money for the family; there is a tendency for "earning money for the family" as a reason for dropping out of school to be inversely related to reading ability, among boys, but there was no relationship by reading ability for girls. (Among the students who indicated reasons for leaving school (Table D17) "money" (earn money to help family or to support self) was given as the reason significantly more frequently by the declining boys than by the accelerating boys.)

Only 8 percent of the students felt they would have to leave school to support themselves; there was practically no difference among the reading measures, for either sex.

About 4 percent of the students say they will probably drop out to have children; for girls, there is a tendency for a greater proportion of accelerators (and high readers at the 6th grade) than decliners (and low readers) to say they are likely to drop out for this reason. There is no relationship for boys.

About 13 percent indicate they will probably drop out because of poor grades, but there is no clear relationship among students of different reading abilities to say they will drop out for this reason. (Among the students who indicated reasons for leaving school (Table D17b), significantly more of the poorer readers among the girls than the better readers (compared by 6th grade reading ability and growth) reported they would probably drop out of school because of "poor grades.")

In summary, reading growth and ability is positively related to expectations for staying in school for both sexes. The predominate reason for leaving school, to go to work to earn money, is inversely related to reading growth for boys and to poor grades for girls.

## Expectations of Opportunities in Future (Adult) Roles

Along with measures of self-concept of ability and felt ability to control the environment, we asked a series of seven questions developed by L. K. Williams/21 (see Appendix G, page 9) that represent a variety of work situations dealing generally with whether the students thought they would prefer a relatively secure, well-defined, specific job, or whether they thought they would prefer one which involved greater dependence, opportunities to make decisions and to take chances. Each of the questions contained two possible alternatives: one representing propensity to take risks, the other representing orientation to little risk. Tables D18a and D18b show the proportion of students who checked the higher risk alternative in each instance.

It is interesting to note that, among the sample as a whole, the proportion willing to take any sort of risk is quite low. Only 60 percent indicate they would prefer a job where they would have to make many decisions (as opposed to making a few decisions); and only 50 percent would prefer a job where the orders are general (as opposed to quite detailed and specific orders). Further, only 38 percent would prefer a job where they are on their own (as opposed to having someone to help them with problems); and only 9 percent would prefer to be pushed to the limit of their abilities (as opposed to a job where they were almost always sure of their ability to do well). Overall, then, our sample seems not inclined to prefer the jobs which would require independence, initiative and self-confidence.

With regard to our concern about relationships between early success in reading and self-concept or felt ability to control the environment, we examined each item to discover if there are any differences between the better and poorer readers in their preferences for the various kinds of work situations.

Among the boys, there was a positive relationship (not statistically significant) between early reading ability and only one item -- where the students were asked to choose between being (a) either highly successful or a complete failure. There are suggestions that early reading ability has a negative effect on whether the boys will want to take jobs where their orders are general and jobs described as exciting, but perhaps of only short duration. For the other four items, reading ability does not seem to make any difference in boys' orientations to the types of jobs described.

Among the girls, however, early reading ability is significantly related to preference for jobs where they can make decisions, and may be related to preference for jobs that change a lot (rather than very little). Further, for girls (as for boys), there is an apparent negative relationship between early reading ability and preference for jobs where the orders are general (as opposed to specific) and exciting jobs which might be only temporary (as opposed to a less exciting job that would probably be of relatively long duration).

A risk-taking score, containing all seven items, was developed.* In general, there are no differences between the reading categories on this risk-taking score. There is only a suggestion, for girls, measured at the 3rd grade, that the higher ability students are more likely to say they prefer jobs defined by Williams as involving higher risks. (In view of the fact that these items did not discriminate in any clear way between reading categories, it is worth noting that this is not a result of the generally poor discriminating power of the items: in six of the nine instances of comparison between boys and girls, in every reading category, the boys are significantly more likely to indicate that they would prefer a high-risk job than are the girls.

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*Each answer designated as "high" risk was given a weight of "1"; the scores range from 0-7: no "high risk" answers given, through "high risk" answers on all seven items.

As a further means of understanding students' attitudes about jobs, and expectations associated with future adult role-relationships, a series of original questions dealing with attitudes toward unions, management and education; and perceptions of representatrives of the "establishment" was included as part of Form B (see page 8, Appendix H). The tabulations are presented in Tables 19a and 19b.

Among both boys and girls, generally, a higher proportion of the better readers held positive attitudes toward unions than did the poorer readers. Among the boys, higher reading ability at the 3rd grade is significantly related to the feeling that unions are necessary and that union leaders work for members; and among the girls, there is a significant relationship between reading growth and agreement that union leaders work for members. On most of the other union-oriented items there appears to be a tendency for early reading achievement to be associated with positive attitudes toward unions.

The findings were generally reversed for the management-oriented questions: in 9 out of 11 comparisons for boys and in 8 out of 9 comparisons for girls, a higher proportion of the decliners (low readers) than accelerators (high readers) were management-oriented. It is interesting to note that the pattern of differences: for boys, there were consistent (except for one instance) differences between the accelerators (or high readers) and decliners (or low readers) with regard to the questions, employers should get credit for making the country rich; most employers give Negroes an even break;* and employers help people find jobs. However, there was a reverse (but not significant or consistent) finding for the question dealing with dependence on a boss rather than a union. For girls, there was general overall consistency (and not a reversal as for boys on the last item). As indicated above, higher reading skills seem to be inversely (but not significantly) related to positive attitudes toward management, as measured by these questions.

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*Differences statistically significant.

There is no consistent or meaningful relationship for either boys or girls between the categories of the three reading measures and the items dealing with orientation toward law and persons who administer the law.

And with regard to the question dealing with whether or not it is worth while doing school work ("in view of the job the student will probably get"), there was some tendency for more of the better readers to feel that education was worth while.

We find that this relatively isolated question on the value of education produces results consistent with our other findings which discovered relationships between attitudes toward education and reading skills.

## Summary

Most of the ways in which better readers differ from poorer ones may be understood as almost intrinsic corollaries of being good, as compared to poor, readers: The better readers are significantly and consistently more likely to feel certain that they will finish high school; to evaluate their work as "excellent or good;" to feel that they could get A's if they wanted to; to have higher self-concept of ability scores; to be non-anomic; and to deny that people have to exaggerate their abilities in order to get good-paying jobs. They are more likely, also, to be politically aware, as reflected by their knowledge of the name of the mayor and the governor.

Certain other differences are also to be understood as to-be-expected corollaries of superior reading, although some of them appear differentially between boys and girls. Without regard to the sex in which they are found (those distinctions are in the text, above), these are that better readers are more likely than poorer ones to expect to go to college and to complete college; to be proud of the way they do in school; to deny that race is important for success in school; and to feel that low grades will not cause them to leave school.

In the case of nearly all the values and attitudes not almost implicitly contained in the notion of reading superiority, there are no -- or only trivial or inconsistent -- differences between better and poorer readers. These include peer relations; normlessness; attitudes toward the Bill of Rights; conceptions of "what is important;" mass media consumption; attitudes toward school, education, family, religion, or daily life; and orientation toward jobs and the world of work.

# PART IV.

# DISCUSSION AND CONCLUSIONS

## Part IV. Discussion and Conclusions

The students investigated in this study had slightly below average I.Q.'s, were about 6-9 months behind grade level in reading ability in the 3rd grade, and were about 13-14 months behind at the 6th grade. However, some of them were ahead of their grade level in the 3rd grade while others were *very* far behind; and some of them declined precipitously during their third, fourth, and fifth grades, while others declined much less precipitously and a few even gained.

By and large, we were unable to identify any characteristics that sharply distinguished between those two subcategories of these generally disadvantaged youth. We are able to say that many characteristics sometimes *thought* to make a difference do not in fact seem to do so. Family structures, eating habits, study habits, parental discipline, internal family relations, teacher characteristics, birth-place, peer relations -- these things do not distinguish in any consistent and unambiguous way between students who mastered the basic skill of reading and those who did not.

We have, rather, observed a population of disadvantaged Negro youth who are a far cry from the alienated products of disorganized homes of much popular impression, but who nonetheless have not been enabled to learn to read adequately. These students like their schools, their teachers, and their homes; they value school achievement, and so do their friends (whose opinions they value); they are well-motivated -- and still their school experiences result in their falling further and further behind in reading ability (up to the 6th grade, at least).

Our evidence does not account for this; but it merits repeating that we do have evidence suggesting that some variables popularly used to account for it cannot do so. Some children from the most "favorable" environments do badly; and some from the least "favorable" do well, to such an extent that there are few significant differences between the two kinds of students.

The Coleman-Campbell Report[17] found that "family backgrounds" accounted for much of the variance of students' verbal abilities on a nation-wide basis; but we were not able to identify any family characteristics that seemed to discriminate clearly and consistently between better and poorer readers *within* the population we studied.

We are led, then, to the same general conclusion tentatively reached by Bredemeier in his Report on Project

No. 6-8570 (Grant No. OEG-1-7-068570-0192). That conclusion is that neither examination of school and teacher characteristics, nor examination of student characteristics is likely to throw much light on student performance, for a reason that seems obvious, once stated. That is that it is the interaction between students with various needs, predispositions, and styles, on the one hand, and school and teacher characteristics, on the other, that determines the student performance outcome.

Bredemeier has outlined an approach to the analysis of that interaction in the above-mentioned Report; so it will not be repeated here. The Urban Studies Center staff will submit a proposal to carry out that approach in the near future.

# PART V.

# SUMMARY

# Part V. Summary

## BACKGROUND

Non-white students attending de facto segregated schools in northern cities have often been found to do less well on standardized reading tests than white students in seemingly more advantaged schools. However, among such students there is a range of performance, some doing much better than others. This study was an effort to discern some of the social and cultural factors distinguishing between those apparently disadvantaged students in the same schools who did well in reading and those who did poorly.

## OBJECTIVES

1. To discern what family characteristics, peer relations, personal values, and attitudes distinguished better readers from poorer readers.

2. To discern what characteristics of teachers were related to rates of improvement or relative decline in reading ability between third and sixth grade testing points.

## PROCEDURE

Since a major objective of the research was to discover and analyze variables in the student's life that might be associated with education and learning, we developed a measure which describes the student's reading ability relative to his peers at both the third and sixth grades. We first computed the mean and standard deviation for the third grade reading scores of the eight peer groupings within the universe: male and female students for each of the four grades. We determined that if a student was 1/2 a standard deviation or more below the mean for his peer-group at the third grade, he was relatively "Retarded" (or "Low") at that time period; if he was within 1/2 a standard deviation around the mean, he was "Normal" (or "Average" or "Medium") at the third grade; and if he was 1/2 a standard deviation or more above the mean, he was relatively "Precocious" (or "High") at the third grade.

We then computed the mean and standard deviation of the sixth grade reading scores for the same eight peer groupings, and, using the same cutting point, again compared the student's score with the norm of his peers. Each student was then designated either "High," "Medium" (or "Average"), or "Low" at the sixth grade.

A further comparison was made to indicate whether or not the student grew in reading ability relative to the norm for his school grade. A "Growth Score" was calculated for each student by subtracting the number of months behind the national reading norm the student was in the sixth grade, from the number of months behind the national norm he had been in the third grade. (Thus, if a student's reading score was 6.2 in the second month of his sixth grade, he was reading at the national norm. If his reading score in the second month of the third grade had been 3.0, he had been two months behind the national norm at that time. His growth score would be +2, which would mean that he had improved by two months between his third and sixth grades.)

The Growth Scores were then averaged for each sex at each grade separately. Standard deviations were calculated; and students whose growth scores were half a standard deviation or more below the mean were labelled Decliners; those with growth scores within the mean plus and minus half a standard deviation were labelled Constants; and those with growth scores half a standard deviation or more above the mean were labelled Accelerators.

After the student was located as slower, about the same, or faster in reading growth relative to his peers over the three-year period, his standing relative to his peers at the point of origin (third grade reading level) was compared. This classification resulted in the designation of nine logically different types ("Growth Classes") of students (Figure 1).

For sampling purposes, it was decided that it would be most useful to interview in particular those students in Growth Classes 1, 3, 7 and 9 in Figure 1. Theoretically, they should be the students whose attitudes and styles of life were noticeably different. These students, it was thought, would provide useful insights into factors associated with differential learning and reading achievement. The sampling plan developed specified that all students available and willing to be interviewed in those Growth Classes would be selected for interviews. It was hoped

Figure 1. Classification of Students by Third Grade Reading Scores and Growth Scores.

| | Rate of Growth Between 3rd and 6th Grades | | |
|---|---|---|---|
| Third Grade Reading Score | Decliners (Slower rate of growth between 3 and 6 than peers) | Constants (Same rate) | Accelerators (Faster rate) |
| Low | Declining slow learners (1) | Normalizing slow learners (2) | Catching up late starters (3) |
| Medium | Declining normals (4) | Constant normals (5) | Accelerating normals (6) |
| High | Declining precocious (7) | Normalizing precocious (8) | Accelerating precocious (9) |

that 100 boys and 100 girls in each of the four grades (6, 8, 10 and 12) could be interviewed. Where this quota could not be met by interviewing everyone available in Growth Classes 1, 3, 7 and 9, the interview sample was supplemented by selecting students in Growth Class 5 (the "Constant Normals") -- since, theoretically, they could provide a further useful comparison with the Decliners and Accelerators already selected.

Over 700 students thus selected were interviewed in two, three-hour, interviews; and in addition completed self-administered questionnaires. Third, Fourth and Fifth grade teachers who had taught members of the sample also completed questionnaires. Interviews and questionnaires of students gathered material on family structure, internal family relations, parental expectations and discipline, peer relations, reference group values, aspirations, expectations, attitudes toward school and toward teachers, attitudes toward race and civil rights, occupational and higher educational orientations, anomie, self-concepts. Teacher questionnaires gathered information on teaching philosophies and styles, allocation of classroom time among various activities, conceptions of students and of learning determinants, diagnoses of educational troubles and recommended improvements.

Separately for younger students (6th and 8th graders) and older students (10th and 12th graders), and separately for each sex, we compared three categories of students on each of three reading measures, with respect to each measure of the social and cultural characteristics indicated above. The categories of student compared are (1) Highs, Mediums, and Lows on a 3rd grade reading ability measure; (2) Highs, Mediums, and Lows on a 6th grade reading measure; and (3) those who accelerated, remained constant, and declined in relative reading ability between the 3rd and the 6th grade. Percentage differences among reading categories on each socio-cultural dimension were compared, tests of significance were calculated: and where appropriate chi squares and gammas were calculated.

## RESULTS

1. There are very few significant and consistent differences among reading categories with respect to the socio-cultural factors mentioned above.

2. So far as family factors are concerned, a composite picture of the family that seems to be most closely related to school achievement, as measured by standardized reading tests runs as follows:

For boys, it is, above all, a close-knit family-centered family, with rituals of breakfast and dinner being familial activities. Fairly close emotional involvement with mothers seems suggested, with the mothers being the expressive agents of at least as much of a religious orientation as is involved in grace-saying at suppertime. Fathers do not loom large in this picture, but what evidence there is suggests the possibility that high achieving boys are not closely involved with fathers (they are generally unable to think of anything they like most about their fathers); and certainly the absence of a father is not critical for their achievement.

For girls, fathers seem to be more important. It is still not the case that the absence of a father is a significant hindrance, but the presence of a certain kind of father seems advantageous -- viz., a father who is relatively successful occupationally, who may "take charge" of rituals such as grace-saying, and who participates, along with mothers, in PTA's. The other part of the picture for high achieving girls is that their mothers tend to be women who postponed child-bearing until fairly late, and who (together with fathers) aspire for their daughters to go on to college. The parents are, finally, people who manage to keep the household relatively small, without, however, going to the extreme of having it consist of only themselves and one daughter.

Among boys of this population, the functionality (for reading ability) of rather close involvements with mothers in family-centered families continues to be suggested when growth rates, rather than point-in-time scores, are the focus of attention. Eating supper as a family, with the mother saying grace, is significantly associated with acceleration. So is a "strong positive" attitude toward the mother; and (only among older boys) either a tendency to get along "very well" with mothers or a tendency to say they got along "badly," but not the in between. Mothers' being in the labor force or not does not seem to be relevant, but if mothers are in the labor force, then the mothers of accelerating boys are in fact less likely to be unemployed. Mothers' aspiration for their sons to attend college, and mothers who are relatively late procreators are also associated with acceleration, as are fathers with an education of high school or more.

Among girls, only a few factors seem to be clearly associated with acceleration: Having older mothers, mothers who are neither extreme of permissiveness with respect to bed-time regulations, and mothers who belong to the PTA. (It is worth noting also that the younger accelerating girls (but not the older ones who had, after all, accelerated some 2-4 years earlier) were more likely than others to receive parental approval of their report cards.)

In short, essentially the same syndrome of family attributes are associated with "growth" as with ability-at-a-point-of-time. But it should again be noted that the size of the relationships (although all "significant" at the .05 level of confidence), are by no means such as to warrant the inference that any of the family characteristics we investigated is either a necessary or a sufficient condition for children's academic achievement. There are sizeable proportions of every ability category who deviate from the syndrome sketched above.

It is our general conclusion that the major implication of our findings is that, while certain "family background" attributes are more functional than others for success in reading, differences in family backgrounds within the same general population category do not differentiate very importantly between better and poorer readers.

3. So far as school experiences and attitudes are concerned, perhaps the major implication of our finding concerns the subjective attitudes of these students toward their schools: Most of them are not alienated, in any conscious way. They do not seem to be zestfully enamored of their school roles, but they grade the school fairly high, they say their parents do too, the club participants like their faculty advisors, they think they have enough to say about rules, they think they get the grades they are entitled to, and they like their teachers.

By and large, those who had been the more successful in mastering the basic school skill of reading tend to be more favorable than the less successful, and more involved in school activities, but the differences are quite small, and they sometimes run the other way.

With respect to their study habits, they present in general a picture that is almost reminiscent of "Our Town": Young people getting helped by their mothers (especially the better readers), often at the kitchen table if not in a room of their own, with the better readers struggling a shorter time than the poorer ones over their assignments; older students turning less to mothers and more to teachers for help.

Their relative reading success or failure in the early grades tends fairly clearly to seal their later fates: The relatively able ones go into the college preparatory curriculum, with the secretarial competing successfully for the abler girls;  and the poorer ones going into the "general" or "business" curricula.

As is often suggested, the pattern of moving often from one school district to another is associated with poorer reading;  but the alleged pattern of being handicapped by being born in the South or benefitted by being born in the city does not appear in these data.

The foregoing generalizations are based on analysis of reading scores at the 3rd and 6th grades.  We may finally ask how they are sustained or modified if we examine the relative rates of growth in reading skills between the 3rd and 6th grades.

Considering the four categories of younger and older boys and girls, it appears that neither place of birth nor school shifting is consistently associated with the apparent ability to profit from the experience of the 3rd, 4th, and 5th grades;  but students who accelerated in ability during those years did have slightly better attendance records than those who declined.  The accelerators were also more likely to be in the college preparatory curriculum.

Accelerating students are most likely to be involved in extra-curricular activities, especially those related to subject matters;  and, except for the older girls, are more likely to regard club membership as being an important part of school life.  The students who had grown most during their middle years of elementary school also proved to be the ones who, later on, had the most favorable attitudes toward extra-curricular faculty advisors.

For the most part, the younger accelerating students spend less time than their declining peers on homework;  but the older ones spend more.

Accelerating students are a little more likely to give the school lower grades, and (among the older girls) to say their parents evaluate it somewhat lower than do the parents of declining students. The older boy accelerators, on the other hand, are more likely to say their parents evaluate it highly.

In general, the picture is not changed when this measure of reading ability is used.

4. The pattern of teacher characteristics that appears to be related to boys' growth in reading ability is that of teachers who see themselves as devoting a relatively large amount of time to their students' personal and interpersonal problems; who believe that I.Q.'s are fixed relatively early and that I.Q.'s determine students' performances; and believe that both closer supervision of students' academic work and more personal counselling in psycho-emotional areas would improve student performance.

Teachers with certain different characteristics seem to be dysfunctional for boys' growth. Those characteristics are a tendency to be dissatisfied with the "kind of student" they are now teaching; to have high autonomy and achievement needs, and to be "risk-takers;" to be alienated from the educational establishment but committed to the virtues and effectiveness of the teaching profession. In short -- and quite speculatively -- the teachers who are dysfunctional for the kind of boys in our sample are the teachers who are ambitious, self-consciously professional, with an appetite for teaching more conventionally responsive students.

Several characteristics of teachers that had seemed plausibly related to student growth are suggested by our slender data to be irrelevant, in the case of boys. These are the teacher's tenure status and her residence; the amount of time spent on preparation, on direct instruction, or on extra-curricular interaction; philosophies of education; certain teaching "styles" (diffuse, character-oriented, or permissive); or expressed needs for more education or training. The effect of the race of teachers on boys' development seems, not surprisingly, to depend on the boys themselves or on other characteristics of the teachers, in ways our data do not permit us to explore. All we know is that white teachers seem to produce disproportionately more decliners and more accelerators among these predominantly Negro boys.

Girls, our data suggest, respond in some ways similarly to boys, and in some ways dissimilarly. They share with boys a seemingly tendency to respond favorably to teachers who spend relatively large amounts of time (or say they do) on students' personal and interpersonal problems; and to teachers who believe that I.Q.'s determine performance. However, in the first place, the other characteristics that are functional for boys are not for girls; and, in the second place, several additional ones are. The latter are: Teachers of regular status, who are white; who spend relatively large amounts of time on direct instruction; who would like to spend more time than they do on nurturing their students into development; who are self-confident about their understanding of the children they teach; and who are "high" risk-takers, occupationally.

Two of the characteristics that may be dysfunctional for boys may also be dysfunctional for girls: Teachers who blame the educational establishment for the problems of education; and teachers who are "self-consciously professional." All the other characteristics we investigated seem to be irrelevant for girls' growth.

In conclusion, the pattern of teacher characteristics that seem to be ideal for optimum reading growth for this type of student population is that of teachers who devote special pains to their students' personal and inter-personal needs, and believe that student performance is primarily determined by an early-determined intelligence.

5. Turning to the students' values and self-conceptions, most of the ways in which better readers differ from poorer ones may be understood as almost intrinsic corollaries of being good, as compared to poor, readers: The better readers are significantly and consistently more likely to feel certain that they will finish high school; to evaluate their work as "excellent or good;" to feel that they could get A's if they wanted to; to have high self-concept of ability scores; to be non-anomic; and to deny that people have to exaggerate their abilities in order to get good-paying jobs. They are more likely, also, to be politically aware, as reflected by their knowledge of the name of the mayor and the governor.

Certain other differences are also to be understood as to-be-expected corollaries of superior reading, although some of them appear differentially between boys and girls. Without regard to the sex in which they are found (those distinctions are in the text, above), these are that better readers are more likely than poorer ones to expect to go to college and to complete college; to be proud of the way they do in school; and to feel that low grades will not cause them to leave school.

In the case of nearly all the values and attitudes not almost implicitly contained in the notion of reading superiority, there are no -- or only trivial or inconsistent -- differences between better and poorer readers. These include peer relations; normlessness; attitudes toward the Bill of Rights; conceptions of "what is important;" mass media consumption; attitudes toward school, education, family, religion, or daily life; and orientation toward jobs and the world of work.

## CONCLUSIONS

In general, we tentatively conclude that students' personal characteristics, like the characteristics of their teachers and schools, are not to be understood as determinants of their school success; but that understanding of that success is to be sought in the interaction of personal characteristics and school characteristics.

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# PART VI.

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## Part VI. References

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# Appendix A. Tables for Chapter A, "Family Factors and Reading Achievement

Table Ala. Percentages of Third and Sixth Grade Reading Categories of Selected Birth Orders, by Sex and Grade.

|  |  | Grades |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  | 10-12 |  |  |  |
| **Boys** |  | 100% N | First Born | All Others | Only Child | 100% N | First Born | All Others | Only Child |
| 3rd grade scores | Low | 54 | 27 | 72 | 0 | 45 | 37 | 60 | 2 |
|  | Medium | 81 | 22 | 76 | 1 | 47 | 40 | 57 | 2 |
|  | High | 44 | 38 | 59 | 2 | 35 | 51 | 48 | 0 |
| 6th grade scores | Low | 46 | 23 | 73 | 2 | 36 | 36 | 63 | 0 |
|  | Medium | 79 | 29 | 69 | 1 | 58 | 39 | 56 | 3 |
|  | High | 54 | 29 | 70 | 0 | 33 | 54 | 45 | 0 |
| **Girls** |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 51 | 25 | 74 | 0 | 56 | 33 | 60 | 5 |
|  | Medium | 76 | 19 | 72 | 7 | 42 | 31 | 69 | 0 |
|  | High | 66 | 27 | 66 | 6 | 60 | 35 | 63 | 1 |
| 6th grade scores | Low | 50 | 16 | 84 | 0 | 48 | 35 | 60 | 4 |
|  | Medium | 85 | 23 | 71 | 4 | 61 | 31 | 67 | 1 |
|  | High | 58 | 31 | 58 | 10 | 49 | 34 | 63 | 2 |

Table Alb. Percentages of Growth Classes of Selected Birth Orders by Sex and Grade

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | First Born | All Others | Only Child | 100% N | First Born | All Others | Only Child |
| Total | 372 | 25 | 71 | 3 | 284 | 37 | 60 | 2 |
| **BOYS** | 179 | 27 | 70 | 1 | 127 | 42 | 55 | 1 |
| Decelerating | 42 | 38 | 57 | 4 | 30 | 40 | 60 | 0 |
| Constant | 91 | 25 | 74 | 0 | 62 | 45 | 53 | 1 |
| Accelerating | 46 | 23 | 76 | 0 | 35 | 40 | 57 | 2 |
| **GIRLS** | 193 | 23 | 71 | 5 | 157 | 33 | 63 | 2 |
| Decelerating | 58 | 22 | 77 | 0 | 53 | 43 | 52 | 3 |
| Constant | 79 | 21 | 69 | 8 | 49 | 32 | 67 | 0 |
| Accelerating | 56 | 28 | 66 | 5 | 55 | 25 | 70 | 3 |

Table A2a. Percentages of Third and Sixth Grade Reading Categories Having Mothers of Selected Ages at Respondent's Birth by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Under 20 | 20-25 | 26+ | 100% N | Under 20 | 20-25 | 26+ |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 56 | 17 | 23 | 58 | 41 | 34 | 36 | 29 |
| | Medium | 85 | 25 | 22 | 51 | 43 | 16 | 53 | 30 |
| | High | 45 | 20 | 33 | 46 | 32 | 9 | 53 | 37 |
| 6th grade scores | Low | 47 | 25 | 19 | 55 | 36 | 30 | 38 | 30 |
| | Medium | 83 | 19 | 24 | 56 | 51 | 17 | 51 | 31 |
| | High | 56 | 23 | 32 | 44 | 29 | 13 | 51 | 34 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 54 | 25 | 29 | 44 | 52 | 32 | 50 | 17 |
| | Medium | 80 | 17 | 41 | 41 | 43 | 18 | 51 | 30 |
| | High | 69 | 15 | 27 | 56 | 54 | 13 | 44 | 42 |
| 6th grade scores | Low | 51 | 21 | 31 | 47 | 48 | 29 | 58 | 12 |
| | Medium | 90 | 16 | 42 | 41 | 54 | 22 | 40 | 37 |
| | High | 62 | 21 | 22 | 56 | 47 | 12 | 46 | 40 |

Table A2b. Percentages of Growth Classes Having Mothers of Selected Ages at Respondent's Birth by Sex and Grade

| | Grades 6-8 | | | | Grades 10-12 | | | |
|---|---|---|---|---|---|---|---|---|
| | 100% N | Under 20 | 20-25 | 26+ | 100% N | Under 20 | 20-25 | 26+ |
| **Total** | 389 | 20 | 29 | 49 | 264 | 21 | 48 | 30 |
| **BOYS** | 186 | 22 | 25 | 52 | 116 | 20 | 47 | 31 |
| **Decelerating** | 43 | 32 | 18 | 48 | 29 | 27 | 37 | 34 |
| **Constant** | 95 | 20 | 26 | 53 | 57 | 22 | 52 | 24 |
| **Accelerating** | 48 | 16 | 29 | 54 | 30 | 10 | 46 | 43 |
| **GIRLS** | 203 | 19 | 33 | 47 | 148 | 21 | 48 | 29 |
| **Decelerating** | 60 | 16 | 33 | 50 | 51 | 27 | 52 | 19 |
| **Constant** | 83 | 16 | 36 | 47 | 46 | 26 | 43 | 30 |
| **Accelerating** | 60 | 25 | 30 | 45 | 51 | 11 | 49 | 39 |

Table A3a. Percentages of Third and Sixth Grade Reading Categories Having Mothers of Selected Ages at Birth of First Child

|  |  | Grades |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  | 10-12 |  |  |  |
|  |  | 100% N | Under 20 | 20-25 | 26+ | 100% N | Under 20 | 20-25 | 26+ |
| **Boys** |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 56 | 42 | 23 | 33 | 35 | 54 | 31 | 14 |
|  | Medium | 85 | 38 | 23 | 37 | 40 | 40 | 45 | 15 |
|  | High | 45 | 35 | 28 | 35 | 32 | 31 | 56 | 12 |
| 6th grade scores | Low | 47 | 38 | 21 | 40 | 32 | 43 | 37 | 18 |
|  | Medium | 83 | 41 | 20 | 38 | 47 | 44 | 42 | 12 |
|  | High | 56 | 37 | 33 | 28 | 28 | 35 | 53 | 10 |
| **Girls** |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 54 | 55 | 24 | 20 | 50 | 56 | 42 | 2 |
|  | Medium | 80 | 48 | 31 | 20 | 40 | 45 | 45 | 10 |
|  | High | 69 | 30 | 40 | 29 | 53 | 37 | 41 | 20 |
| 6th grade scores | Low | 51 | 56 | 25 | 17 | 45 | 51 | 42 | 6 |
|  | Medium | 90 | 44 | 34 | 21 | 53 | 49 | 43 | 7 |
|  | High | 62 | 33 | 35 | 30 | 45 | 37 | 42 | 20 |

Table A3b. Percentages of Growth Classes Having Mothers of Selected Ages at Birth of First Child by Sex and Grade

|  | Grades 6-8 |  |  |  |  | Grades 10-12 |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | 100% N | Under 20 | 20-25 | 26+ |  | 100% N | Under 20 | 20-25 | 26+ |
| **Total** | 389 | 41 | 28 | 29 |  | 249 | 44 | 43 | 12 |
| **BOYS** | 186 | 39 | 24 | 36 |  | 107 | 42 | 43 | 14 |
| **Decelerating** | 43 | 46 | 16 | 37 |  | 27 | 40 | 40 | 18 |
| **Constant** | 95 | 35 | 23 | 41 |  | 52 | 48 | 40 | 11 |
| **Accelerating** | 48 | 39 | 35 | 25 |  | 28 | 32 | 53 | 14 |
| **GIRLS** | 203 | 44 | 32 | 23 |  | 142 | 46 | 42 | 11 |
| **Decelerating** | 60 | 50 | 28 | 21 |  | 49 | 46 | 40 | 12 |
| **Constant** | 83 | 39 | 39 | 20 |  | 44 | 50 | 38 | 11 |
| **Accelerating** | 60 | 45 | 26 | 28 |  | 49 | 42 | 46 | 10 |

Table A4a. Percentages of Third and Sixth Grade Reading Categories with Mothers of Various Educational Levels, by Sex and Grade.

|  |  | Grades 6-8 |  |  |  |  | Grades 10-12 |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 100% N | Grade School or Less | Some High School | High School | High School and Other | 100% N | Grade School or Less | Some High School | High School | High School and Other |
| **Boys** |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 32 | 18 | 21 | 50 | 9 | 39 | 25 | 30 | 41 | 2 |
|  | Medium | 53 | 11 | 28 | 58 | 1 | 48 | 8 | 31 | 56 | 4 |
|  | High | 33 | 6 | 21 | 66 | 6 | 34 | 17 | 32 | 38 | 11 |
| 6th grade scores | Low | 28 | 25 | 21 | 46 | 7 | 34 | 29 | 26 | 44 | 0 |
|  | Medium | 53 | 11 | 22 | 64 | 1 | 54 | 7 | 33 | 53 | 5 |
|  | High | 37 | 2 | 29 | 59 | 8 | 33 | 18 | 33 | 36 | 12 |
| **Girls** |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 36 | 11 | 44 | 38 | 5 | 53 | 24 | 47 | 22 | 5 |
|  | Medium | 66 | 18 | 42 | 33 | 6 | 43 | 25 | 32 | 37 | 4 |
|  | High | 56 | 12 | 28 | 50 | 8 | 58 | 17 | 36 | 41 | 5 |
| 6th grade scores | Low | 36 | 16 | 47 | 33 | 2 | 48 | 14 | 45 | 35 | 4 |
|  | Medium | 72 | 13 | 36 | 40 | 9 | 59 | 33 | 28 | 33 | 3 |
|  | High | 50 | 14 | 34 | 46 | 6 | 47 | 14 | 44 | 31 | 8 |

Table A4b. Percentages of Growth Classes With Mothers of Various Educational Levels by Sex and Grade.

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | |
| | 100% N | Grade School or less | Some High School | High School | High School and other | 100% N | Grade School or less | Some High School | High School | High School and other |
| **Total** | 276 | 13 | 32 | 48 | 6 | 274 | 19 | 35 | 39 | 5 |
| **BOYS** | 118 | 11 | 24 | 58 | 5 | 121 | 16 | 31 | 46 | 5 |
| **Decelerating** | 23 | 17 | 17 | 65 | 0 | 31 | 29 | 29 | 41 | 0 |
| **Constant** | 68 | 10 | 25 | 61 | 2 | 57 | 8 | 33 | 54 | 3 |
| **Accelerating** | 27 | 11 | 29 | 44 | 14 | 33 | 18 | 30 | 36 | 15 |
| **GIRLS** | 158 | 14 | 38 | 40 | 7 | 153 | 22 | 39 | 33 | 5 |
| **Decelerating** | 42 | 16 | 45 | 35 | 2 | 52 | 17 | 36 | 40 | 5 |
| **Constant** | 68 | 14 | 32 | 44 | 8 | 49 | 30 | 30 | 32 | 6 |
| **Accelerating** | 48 | 12 | 39 | 39 | 8 | 52 | 19 | 50 | 26 | 3 |

Table A5a. Percentages of Third and Sixth Grade Reading Categories With Fathers of Selected Educational Levels, by Sex and Grade.

| | | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | 10-12 | | | | |
| | | 100% N | Grade School or less | Some High School | High School | High School + and other | 100% N | Grade School or less | Some High School | High School | High School + and other |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 16 | 31 | 31 | 31 | 6 | 29 | 51 | 27 | 20 | 0 |
| | Medium | 34 | 32 | 14 | 52 | 0 | 34 | 29 | 35 | 29 | 5 |
| | High | 22 | 31 | 18 | 36 | 13 | 26 | 26 | 46 | 15 | 11 |
| 6th grade scores | Low | 14 | 35 | 21 | 35 | 7 | 27 | 48 | 33 | 14 | 3 |
| | Medium | 36 | 33 | 22 | 41 | 2 | 37 | 35 | 37 | 21 | 5 |
| | High | 22 | 27 | 13 | 50 | 9 | 25 | 24 | 36 | 32 | 8 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 27 | 25 | 25 | 44 | 3 | 36 | 50 | 25 | 16 | 8 |
| | Medium | 37 | 24 | 24 | 35 | 16 | 24 | 33 | 37 | 16 | 12 |
| | High | 30 | 13 | 30 | 46 | 10 | 43 | 16 | 41 | 30 | 11 |
| 6th grade scores | Low | 25 | 28 | 28 | 40 | 4 | 36 | 41 | 36 | 11 | 11 |
| | Medium | 40 | 17 | 30 | 40 | 12 | 31 | 25 | 25 | 35 | 12 |
| | High | 29 | 20 | 20 | 44 | 13 | 36 | 27 | 41 | 22 | 8 |

Table A5b. Percentages of Growth Classes With Fathers of Selected Educational Levels, by Sex and Grade.

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | |
| | 100% N | Grade School or less | Some High School | High School | High School + and other | 100% N | Grade School or less | Some High School | High School | High School + and other |
| **Total** | 166 | 25 | 23 | 42 | 8 | 191 | 34 | 35 | 22 | 8 |
| **BOYS** | 72 | 31 | 19 | 43 | 5 | 89 | 36 | 36 | 22 | 5 |
| **Decelerating** | 19 | 31 | 21 | 42 | 5 | 21 | 52 | 38 | 9 | 0 |
| **Constant** | 37 | 35 | 21 | 40 | 2 | 44 | 36 | 38 | 20 | 4 |
| **Accelerating** | 16 | 25 | 12 | 50 | 12 | 24 | 20 | 29 | 37 | 12 |
| **GIRLS** | 94 | 21 | 26 | 41 | 10 | 102 | 32 | 34 | 22 | 10 |
| **Decelerating** | 28 | 25 | 32 | 42 | 0 | 40 | 35 | 35 | 17 | 12 |
| **Constant** | 37 | 18 | 18 | 45 | 16 | 27 | 22 | 33 | 25 | 18 |
| **Accelerating** | 29 | 20 | 31 | 34 | 13 | 35 | 37 | 34 | 25 | 2 |

## Table A6a. Percentages of Third and Sixth Grade Reading Categories in Families of Various Parental Structures, by Sex and Grade.

| | | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | 10-12 | | | | |
| | | 100% N | Own Mother and Father | Own Mother and Step-father | Own Mother, no male | Other | 100% N | Own Mother and Father | Own Mother and Step-father | Own Mother, no male | Other |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 56 | 62 | 1 | 26 | 8 | 45 | 75 | 2 | 20 | 2 |
| | Medium | 85 | 61 | 7 | 27 | 4 | 51 | 60 | 0 | 33 | 5 |
| | High | 45 | 62 | 4 | 31 | 2 | 35 | 71 | 8 | 14 | 5 |
| 6th grade scores | Low | 47 | 63 | 8 | 23 | 4 | 38 | 73 | 0 | 21 | 5 |
| | Medium | 83 | 65 | 2 | 27 | 4 | 60 | 61 | 5 | 28 | 5 |
| | High | 56 | 55 | 5 | 32 | 7 | 33 | 75 | 3 | 18 | 3 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 54 | 53 | 7 | 25 | 13 | 57 | 61 | 5 | 24 | 8 |
| | Medium | 80 | 55 | 7 | 32 | 5 | 46 | 45 | 6 | 43 | 4 |
| | High | 69 | 65 | 4 | 21 | 8 | 63 | 58 | 9 | 25 | 6 |
| 6th grade scores | Low | 51 | 60 | 2 | 31 | 5 | 50 | 66 | 6 | 22 | 6 |
| | Medium | 90 | 50 | 10 | 32 | 7 | 64 | 45 | 6 | 40 | 7 |
| | High | 62 | 67 | 4 | 16 | 11 | 52 | 59 | 9 | 25 | 5 |

Table A6b. Percentages of Growth Classes in Families of Various Parental Structures, by Sex and Grade.

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | |
| | 100% N | Own Mother and Father | Own Mother and Step-father | Own Mother, no male | Other | 100% N | Own Mother and Father | Own Mother and Step-father | Own Mother, no male | Other |
| **Total** | 389 | 59 | 5 | 27 | 6 | 296 | 61 | 5 | 27 | 5 |
| **BOYS** | 186 | 61 | 4 | 28 | 5 | 131 | 68 | 3 | 23 | 4 |
| **Decelerating** | 43 | 69 | 9 | 18 | 2 | 33 | 63 | 6 | 24 | 6 |
| **Constant** | 95 | 58 | 3 | 33 | 4 | 63 | 65 | 1 | 27 | 6 |
| **Accelerating** | 48 | 60 | 4 | 25 | 10 | 35 | 80 | 2 | 17 | 0 |
| **GIRLS** | 203 | 58 | 6 | 27 | 8 | 165 | 55 | 7 | 30 | 6 |
| **Decelerating** | 60 | 58 | 1 | 33 | 6 | 55 | 67 | 5 | 20 | 7 |
| **Constant** | 83 | 56 | 8 | 28 | 6 | 52 | 44 | 7 | 42 | 5 |
| **Accelerating** | 60 | 60 | 8 | 18 | 13 | 58 | 55 | 8 | 29 | 6 |

Table A7. Percentages of Third and Sixth Grade Reading Categories and of Growth Classes, Who Lived in Selected Family Structures, continued.

BOYS

| LIVES MOST OF LIFE WITH: | 3rd Grade Reading | | | 6th Grade Reading | | |
|---|---|---|---|---|---|---|
| | Low | Average | High | Low | Average | High |
| Father Only | 0 | 0 | 1 | 0 | 0 | 1 |
| Mother Only | 30 | 20 | 28 | 27 | 26 | 23 |
| Both Parents | 68 | 77 | 71 | 70 | 73 | 73 |
| Neither Parent | 2 | 3 | 0 | 3 | 1 | 3 |

GIRLS

| LIVES MOST OF LIFE WITH: | 3rd Grade Reading | | | 6th Grade Reading | | |
|---|---|---|---|---|---|---|
| | Low | Average | High | Low | Average | High |
| Father Only | 1 | 1 | 1 | 1 | 1 | 1 |
| Mother Only | 25 | 23 | 22 | 25 | 23 | 23 |
| Both Parents | 70 | 72 | 72 | 70 | 72 | 72 |
| Neither Parent | 4 | 4 | 4 | 4 | 4 | 4 |

Table A7. Percentages of Third and Sixth Grade Reading Categories and of Growth Classes, Who Lived in Selected Family Structures.

| LIVES MOST OF LIFE WITH: | Sample Total | Total Boys | Growth Category |  |  |
|---|---|---|---|---|---|
|  |  |  | Decliners | Constants | Accelerators |
| **BOYS** |  |  |  |  |  |
| Father Only | 2 | 1 | 0 | 0 | 2 |
| Mother Only | 26 | 27 | 24 | 27 | 23 |
| Both Parents | 68 | 68 | 74 | 72 | 73 |
| Neither Parent | 4 | 4 | 2 | 1 | 2 |
| **GIRLS** |  |  |  |  |  |
| Father Only |  | 1 | 10 | 1 | 1 |
| Mother Only |  | 26 | 24 | 25 | 20 |
| Both Parents |  | 69 | 73 | 69 | 76 |
| Neither Parent |  | 4 | 3 | 5 | 3 |

Table A8. Percentages of Third and Sixth Grade Reading Categories and of Growth Classes, Who Lived in Selected Family Structures.

BOYS

| PARENT WHO EARNED MOST OF THE MONEY TO PAY MOST OF THE BILLS: | Sample Total | Total Boys | Growth Category | | |
|---|---|---|---|---|---|
| | | | Decliners | Constants | Accelerators |
| Mother | 35 | 36 | 30 | 34 | 29 |
| Father | 63 | 62 | 62 | 64 | 71 |
| Both Parents | 2 | 2 | 8 | 2 | 0 |
| N= | (1197)* | (472) | (74) | (141) | (49) |
| | | | GIRLS | | |
| Mother | | 35 | 28 | 33 | 25 |
| Father | | 63 | 68 | 65 | 73 |
| Both Parents | | 2 | 4 | 2 | 2 |
| N= | | (725) | (134) | (196) | (111) |

*Students who gave no answer to this question have been eliminated from the standard questionnaire bases before percentaging.

Table A8. Percentages of Third and Sixth Grade Reading Categories and of Growth Classes, Who Lived in Selected Family Structures, continued

BOYS

| PARENT WHO EARNED MOST OF THE MONEY TO PAY MOST OF THE BILLS: | 3rd Grade Reading | | | 6th Grade Reading | | |
|---|---|---|---|---|---|---|
| | Low | Average | High | Low | Average | High |
| Mother | 40 | 27 | 30 | 33 | 34 | 25 |
| Father | 55 | 70 | 67 | 60 | 63 | 75 |
| Both Parents | 5 | 3 | 3 | 7 | 3 | 0 |
| N= | (83) | (198) | (73) | (75) | (129) | (59) |

GIRLS

| PARENT WHO EARNED MOST OF THE MONEY TO PAY MOST OF THE BILLS: | 3rd Grade Reading | | | 6th Grade Reading | | |
|---|---|---|---|---|---|---|
| | Low | Average | High | Low | Average | High |
| Mother | 29 | 33 | 24 | 32 | 30 | 25 |
| Father | 67 | 63 | 76 | 63 | 68 | 73 |
| Both Parents | 4 | 4 | 0 | 5 | 2 | 2 |
| N= | (143) | (167) | (131) | (131) | (179) | (131) |

Table A9a. Percentages of Third and Sixth Grade Reading Categories in Households of Selected Sizes, by Sex and Grade.

|  |  | Grades |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  |  | 10-12 |  |  |  |
| **Boys** |  | 100%<br>N | 3 or less | 4 or 5 | 6 or more |  | 100%<br>N | 3 or less | 4 or 5 | 6 or more |
| 3rd grade scores | Low | 55 | 16 | 27 | 56 |  | 46 | 8 | 43 | 47 |
|  | Medium | 85 | 7 | 36 | 56 |  | 52 | 21 | 28 | 50 |
|  | High | 45 | 11 | 28 | 60 |  | 35 | 8 | 48 | 42 |
| 6th grade scores | Low | 47 | 10 | 23 | 66 |  | 39 | 7 | 38 | 53 |
|  | Medium | 82 | 11 | 32 | 56 |  | 60 | 15 | 40 | 45 |
|  | High | 56 | 10 | 37 | 51 |  | 34 | 17 | 38 | 44 |
| **Girls** |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 54 | 14 | 22 | 63 |  | 56 | 17 | 25 | 57 |
|  | Medium | 80 | 17 | 23 | 58 |  | 46 | 19 | 39 | 41 |
|  | High | 69 | 15 | 34 | 49 |  | 63 | 22 | 39 | 38 |
| 6th grade scores | Low | 51 | 13 | 15 | 70 |  | 49 | 8 | 34 | 57 |
|  | Medium | 90 | 15 | 26 | 57 |  | 64 | 29 | 34 | 35 |
|  | High | 62 | 19 | 37 | 43 |  | 52 | 19 | 34 | 46 |

## Table A9b. Percentages of Growth Classes in Households of Selected Sizes, by Sex and Grade.

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | 3 or less | 4 or 5 | 6 or more | 100% N | 3 or less | 4 or 5 | 6 or more |
| Total | 388 | 13 | 29 | 57 | 297 | 17 | 36 | 46 |
| BOYS | 185 | 10 | 31 | 57 | 133 | 13 | 39 | 47 |
| Decelerating | 43 | 11 | 27 | 60 | 34 | 5 | 38 | 55 |
| Constant | 94 | 7 | 34 | 58 | 63 | 14 | 36 | 49 |
| Accelerating | 48 | 16 | 31 | 52 | 36 | 19 | 44 | 36 |
| GIRLS | 203 | 16 | 27 | 56 | 164 | 20 | 34 | 45 |
| Decelerating | 60 | 13 | 31 | 55 | 55 | 12 | 36 | 50 |
| Constant | 83 | 18 | 21 | 60 | 51 | 25 | 33 | 41 |
| Accelerating | 60 | 16 | 30 | 53 | 58 | 22 | 32 | 44 |

### Table A10a. Percentages of Third and Sixth Grade Reading Categories With Mothers of Selected Employment Statuses, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Employed | Home, doesn't usually work | Unemployed, not working, retired | 100% N | Employed | Home, doesn't usually work | Unemployed, not working, retired |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 57 | 45 | 42 | 12 | 46 | 56 | 34 | 8 |
| | Medium | 84 | 50 | 34 | 15 | 52 | 50 | 42 | 7 |
| | High | 45 | 60 | 22 | 17 | 35 | 57 | 34 | 8 |
| 6th grade scores | Low | 47 | 46 | 38 | 14 | 39 | 59 | 35 | 5 |
| | Medium | 83 | 50 | 33 | 15 | 60 | 58 | 30 | 11 |
| | High | 56 | 55 | 30 | 14 | 34 | 41 | 52 | 5 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 54 | 48 | 29 | 22 | 57 | 47 | 36 | 15 |
| | Medium | 80 | 43 | 31 | 25 | 46 | 32 | 37 | 30 |
| | High | 68 | 55 | 23 | 20 | 60 | 56 | 36 | 6 |
| 6th grade scores | Low | 51 | 41 | 27 | 31 | 50 | 46 | 34 | 20 |
| | Medium | 90 | 50 | 27 | 22 | 64 | 42 | 35 | 21 |
| | High | 61 | 54 | 29 | 16 | 49 | 53 | 40 | 6 |

Table A10b. Percentages of Growth Classes with Mothers of Selected Employment Statuses by Sex and Grade.

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | Employed | Home,,Doesn't Usually Work | Unemployed, Not Working Retired | 100% N | Employed | Home, Doesn't Usually Work | Unemployed, Not Working Retired |
| Total | 388 | 50 | 30 | 19 | 295 | 50 | 37 | 12 |
| BOYS | 186 | 51 | 33 | 15 | 133 | 54 | 37 | 8 |
| Decelerating | 44 | 50 | 36 | 13 | 34 | 64 | 29 | 5 |
| Constant | 93 | 49 | 31 | 19 | 63 | 52 | 34 | 12 |
| Accelerating | 49 | 55 | 36 | 8 | 36 | 47 | 50 | 2 |
| GIRLS | 202 | 49 | 28 | 22 | 162 | 46 | 37 | 16 |
| Decelerating | 60 | 41 | 31 | 26 | 55 | 47 | 38 | 14 |
| Constant | 83 | 50 | 21 | 27 | 51 | 43 | 33 | 23 |
| Accelerating | 59 | 54 | 33 | 11 | 56 | 50 | 39 | 10 |

Table Alla. Percentages of Third and Sixth Grade Reading Categories with Fathers in Selected Occupations, by Sex and Grade.

| | | Grades | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | | | 10-12 | | | | | | |
| | | 100% N | Professional Managerial Official | Clerical Sales | Skilled Trades,Crafts | Service | Operatives Gen. Workers | Labor | 100% N | Professional Managerial Official | Clerical Sales | Skilled Trades, Crafts | Service | Operatives Gen. Workers | Labor |
| **Boys** | | | | | | | | | | | | | | | |
| 3rd grade scores | Low | 35 | 2 | 0 | 22 | 14 | 57 | 2 | 35 | 5 | 8 | 22 | 5 | 51 | 5 |
| | Medium | 56 | 1 | 1 | 10 | 10 | 62 | 12 | 35 | 8 | 5 | 22 | 5 | 40 | 17 |
| | High | 30 | 6 | 3 | 16 | 10 | 56 | 6 | 26 | 3 | 11 | 19 | 0 | 53 | 11 |
| 6th, grade scores | Low | 33 | 3 | 0 | 15 | 12 | 63 | 6 | 29 | 6 | 6 | 17 | 13 | 44 | 10 |
| | Medium | 55 | 3 | 3 | 14 | 9 | 54 | 14 | 40 | 7 | 10 | 20 | 0 | 55 | 7 |
| | High | 33 | 3 | 0 | 18 | 15 | 63 | 0 | 27 | 3 | 7 | 29 | 0 | 40 | 18 |
| **Girls** | | | | | | | | | | | | | | | |
| 3rd grade scores | Low | 30 | 0 | 0 | 30 | 3 | 56 | 10 | 39 | 2 | 0 | 35 | 2 | 53 | 5 |
| | Medium | 48 | 8 | 0 | 31 | 8 | 43 | 8 | 24 | 12 | 0 | 45 | 0 | 41 | 0 |
| | High | 47 | 6 | 2 | 27 | 8 | 44 | 10 | 44 | 15 | 4 | 15 | 2 | 56 | 4 |
| 6th grade scores | Low | 26 | 3 | 0 | 26 | 7 | 53 | 7 | 34 | 2 | 0 | 44 | 2 | 47 | 2 |
| | Medium | 54 | 3 | 0 | 31 | 3 | 51 | 9 | 36 | 13 | 2 | 27 | 0 | 55 | 0 |
| | High | 45 | 8 | 2 | 28 | 11 | 37 | 11 | 37 | 13 | 2 | 18 | 2 | 54 | 8 |

Table Allb. Percentages of Growth Classes with Fathers in Selected Occupations, by Sex and Grade.

| | Grades | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | | 10-12 | | | | | | |
| | 100% N | Professional Managerial Official | Clerical Sales | Skilled Trades Crafts | Service | Operatives Gen. Workers | Labor | 100% N | Professional Managerial Official | Clerical Sales | Skilled Trades Crafts | Service | Operatives Gen. Workers | Labor |
| **Total** | 246 | 4 | 1 | 22 | 9 | 53 | 8 | 202 | 8 | 5 | 25 | 3 | 50 | 7 |
| **BOYS** | 121 | 3 | 1 | 15 | 11 | 59 | 8 | 96 | 6 | 8 | 21 | 4 | 47 | 11 |
| **Decelerating** | 33 | 3 | 0 | 18 | 9 | 60 | 9 | 25 | 12 | 8 | 20 | 8 | 36 | 16 |
| **Constant** | 56 | 1 | 3 | 12 | 14 | 55 | 12 | 42 | 2 | 9 | 16 | 4 | 57 | 9 |
| **Accelerating** | 32 | 6 | 0 | 18 | 9 | 65 | 10 | 29 | 6 | 6 | 31 | 0 | 44 | 10 |
| **GIRLS** | 125 | 5 | 0 | 29 | 7 | 47 | 9 | 106 | 10 | 1 | 29 | 1 | 52 | 3 |
| **Decelerating** | 34 | 5 | 0 | 23 | 2 | 55 | 11 | 40 | 10 | 0 | 37 | 5 | 45 | 2 |
| **Constant** | 50 | 4 | 2 | 36 | 6 | 42 | 10 | 28 | 10 | 3 | 32 | 0 | 53 | 0 |
| **Accelerating** | 41 | 7 | 0 | 26 | 12 | 46 | 7 | 38 | 10 | 2 | 18 | 0 | 60 | 7 |

Table A12a. Percentages of Third and Sixth Grade Reading Categories with Fathers of Selected Employment Statuses by Sex and Grade.

|  |  | Grades |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  | 10-12 |  |  |
|  |  | 100% N | Employed | Unemployed |  | 100% N | Employed | Unemployed |
| **Boys** |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 39 | 84 | 15 |  | 36 | 94 | 5 |
|  | Medium | 61 | 90 | 9 |  | 35 | 97 | 2 |
|  | High | 31 | 100 | 0 |  | 27 | 88 | 11 |
| 6th grade scores | Low | 34 | 97 | 2 |  | 30 | 93 | 6 |
|  | Medium | 61 | 86 | 13 |  | 41 | 92 | 7 |
|  | High | 36 | 91 | 8 |  | 27 | 96 | 3 |
| **Girls** |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 35 | 91 | 8 |  | 43 | 86 | 14 |
|  | Medium | 54 | 87 | 13 |  | 25 | 84 | 16 |
|  | High | 49 | 89 | 10 |  | 47 | 87 | 12 |
| 6th grade scores | Low | 32 | 84 | 15 |  | 37 | 86 | 13 |
|  | Medium | 59 | 88 | 11 |  | 39 | 84 | 15 |
|  | High | 47 | 93 | 6 |  | 39 | 87 | 12 |

Table A12b. Percentages of Growth Classes with Fathers of Selected Employment Statuses by Sex and Grade.

| | Grades 6-8 | | | Grades 10-12 | | |
|---|---|---|---|---|---|---|
| | 100% N | Employed | Unemployed | 100% N | Employed | Unemployed |
| **Total** | 269 | 90 | 10 | 212 | 89 | 10 |
| **BOYS** | 131 | 90 | 9 | 98 | 93 | 6 |
| **Decelerating** | 35 | 94 | 5 | 25 | 96 | 4 |
| **Constant** | 62 | 90 | 9 | 44 | 88 | 11 |
| **Accelerating** | 34 | 88 | 11 | 29 | 100 | 0 |
| **GIRLS** | 138 | 89 | 10 | 114 | 86 | 14 |
| **Decelerating** | 38 | 81 | 18 | 43 | 88 | 11 |
| **Constant** | 55 | 94 | 5 | 30 | 83 | 16 |
| **Accelerating** | 45 | 88 | 11 | 41 | 85 | 14 |

Table A13a. Percentages of Third and Sixth Grade Reading Categories Having Selected Kinds of Breakfasts, by Sex and Grade (Grades 6 and 8 only).

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | | | 10-12 |
| | | 100% N | None | Reasonable | Light | No Answer | | 100% N | |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 57 | 17 | 77 | 1 | 3 | | | |
| | Medium | 86 | 11 | 76 | 3 | 8 | | | |
| | High | 46 | 23 | 67 | 2 | 6 | | | |
| 6th grade scores | Low | 47 | 12 | 78 | 0 | 8 | | | |
| | Medium | 86 | 17 | 70 | 4 | 7 | | | |
| | High | 56 | 17 | 76 | 1 | 3 | | | |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 54 | 9 | 83 | 5 | 1 | | | |
| | Medium | 80 | 21 | 76 | 2 | 0 | | | |
| | High | 70 | 15 | 75 | 4 | 4 | | | |
| 6th grade scores | Low | 51 | 17 | 80 | 0 | 2 | | | |
| | Medium | 91 | 14 | 81 | 3 | 1 | | | |
| | High | 62 | 17 | 71 | 8 | 3 | | | |

Table A13b. Percentages of Growth Classes Having Selected Kinds of Breakfasts by Sex and Grade (6th and 8th Grade Respondents Only).

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | | 10-12 |
| | 100% N | None | Reasonable | Light | No Answer | | 100% N | |
| Total | 393 | 16 | 76 | 3 | 4 | | | |
| BOYS | 189 | 16 | 74 | 2 | 6 | | | |
| Decelerating | 44 | 13 | 72 | 0 | 13 | | | |
| Constant | 96 | 17 | 71 | 4 | 6 | | | |
| Accelerating | 49 | 16 | 81 | 2 | 0 | | | |
| GIRLS | 204 | 16 | 77 | 3 | 2 | | | |
| Decelerating | 61 | 19 | 75 | 1 | 3 | | | |
| Constant | 83 | 14 | 81 | 3 | 0 | | | |
| Accelerating | 60 | 15 | 75 | 6 | 3 | | | |

Table A14a. Percentages of Third and Sixth Grade Reading Categories Having Selected Kinds of Breakfast Gatherings by Sex and Grade.

| | | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | 10-12 | | | | |
| | | 100% N | Ate Alone | Ate With Mother and/or Father | Ate With Siblings | Ate With Family | 100% N | Ate Alone | Ate With Mother and/or Father | Ate With Siblings | Ate With Family |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 41 | 29 | 7 | 39 | 24 | 27 | 40 | 7 | 48 | 3 |
| | Medium | 63 | 31 | 9 | 36 | 22 | 37 | 29 | 5 | 48 | 16 |
| | High | 31 | 32 | 6 | 32 | 29 | 25 | 32 | 12 | 24 | 28 |
| 6th grade scores | Low | 37 | 27 | 16 | 35 | 21 | 28 | 39 | 3 | 46 | 10 |
| | Medium | 59 | 37 | 6 | 40 | 15 | 38 | 26 | 10 | 42 | 21 |
| | High | 39 | 25 | 2 | 30 | 41 | 23 | 39 | 8 | 34 | 13 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 43 | 23 | 4 | 32 | 39 | 25 | 44 | 16 | 32 | 8 |
| | Medium | 57 | 21 | 15 | 24 | 38 | 30 | 26 | 13 | 36 | 23 |
| | High | 50 | 26 | 12 | 26 | 36 | 34 | 38 | 8 | 35 | 17 |
| 6th grade scores | Low | 39 | 15 | 2 | 30 | 51 | 27 | 40 | 18 | 29 | 11 |
| | Medium | 68 | 26 | 14 | 33 | 25 | 31 | 25 | 16 | 35 | 22 |
| | High | 43 | 25 | 14 | 14 | 46 | 31 | 41 | 3 | 38 | 16 |

Table A14b. Percentages of Growth Classes Having Selected Kinds of Breakfast Gatherings by Sex and Grade.

| | Grades | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | 10-12 | | | | |
| | 100% N | Ate Alone | Ate With Mother and/or Father | Ate With Siblings | Ate With Family | | 100% N | Ate Alone | Ate With Mother and/or Father | Ate With Siblings | Ate With Family |
| **Total** | 285 | 27 | 9 | 31 | 31 | | 177 | 35 | 10 | 37 | 16 |
| **BOYS** | 135 | 31 | 8 | 36 | 24 | | 89 | 33 | 7 | 41 | 15 |
| Decelerating | 32 | 37 | 15 | 31 | 15 | | 22 | 31 | 9 | 40 | 13 |
| Constant | 66 | 30 | 6 | 36 | 27 | | 44 | 27 | 4 | 45 | 22 |
| Accelerating | 37 | 27 | 5 | 40 | 27 | | 23 | 47 | 13 | 34 | 4 |
| **GIRLS** | 150 | 23 | 11 | 27 | 38 | | 88 | 36 | 12 | 34 | 17 |
| Decelerating | 45 | 17 | 4 | 33 | 44 | | 28 | 39 | 21 | 28 | 10 |
| Constant | 59 | 33 | 13 | 23 | 28 | | 31 | 25 | 9 | 35 | 29 |
| Accelerating | 46 | 15 | 15 | 26 | 43 | | 29 | 44 | 6 | 37 | 10 |

Table A15a. Percentages of Third and Sixth Grade Reading Categories Having Supper in Selected Gatherings by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | All Eat, Meal Focus | Usually Don't Eat Together | Mixed Combination | 100% N | All Eat Meal Focus | Usually Don't Eat Together | Mixed Combination |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 44 | 36 | 20 | 43 | 34 | 50 | 23 | 26 |
| | Medium | 59 | 40 | 25 | 33 | 43 | 46 | 23 | 30 |
| | High | 31 | 45 | 9 | 45 | 27 | 55 | 18 | 25 |
| 6th grade scores | Low | 34 | 29 | 23 | 47 | 33 | 39 | 30 | 30 |
| | Medium | 63 | 41 | 22 | 36 | 45 | 64 | 15 | 20 |
| | High | 37 | 48 | 13 | 37 | 26 | 38 | 23 | 38 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 40 | 40 | 25 | 35 | 40 | 57 | 17 | 25 |
| | Medium | 52 | 44 | 21 | 34 | 37 | 62 | 16 | 21 |
| | High | 43 | 39 | 16 | 44 | 43 | 37 | 23 | 39 |
| 6th grade scores | Low | 38 | 42 | 26 | 31 | 39 | 59 | 15 | 25 |
| | Medium | 64 | 42 | 23 | 34 | 49 | 51 | 20 | 28 |
| | High | 33 | 39 | 9 | 51 | 32 | 43 | 21 | 34 |

Table A15b. Percentages of Growth Classes Having Supper in Selected Gatherings by Sex and Grade.

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | All Eat, Meal Focus | Usually Don't Eat Together | Mixed Combination | 100% N | All Eat, Meal Focus | Usually Don't Eat Together | Mixed Combination |
| Total | 269 | 40 | 20 | 38 | 223 | 50 | 20 | 28 |
| BOYS | 134 | 40 | 20 | 39 | 104 | 50 | 22 | 27 |
| Decelerating | 32 | 21 | 25 | 53 | 26 | 46 | 19 | 34 |
| Constant | 66 | 43 | 21 | 34 | 52 | 63 | 19 | 17 |
| Accelerating | 36 | 50 | 13 | 36 | 26 | 26 | 30 | 42 |
| GIRLS | 135 | 41 | 20 | 37 | 119 | 51 | 19 | 29 |
| Decelerating | 45 | 46 | 24 | 28 | 43 | 58 | 14 | 27 |
| Constant | 52 | 40 | 17 | 42 | 43 | 48 | 23 | 27 |
| Accelerating | 38 | 36 | 21 | 42 | 33 | 45 | 21 | 33 |

Table A16a. Percentages of Third and Sixth Grade Reading Categories Reporting Different Suppertime Atmospheres, by Sex and Grade.

| | | Grades 6-8 | | | Grades 10-12 | | |
|---|---|---|---|---|---|---|---|
| | | 100% N | Usually Relaxed | Sometimes Not, or Hectic | 100% N | Usually Relaxed | Sometimes Not, or Hectic |
| **Boys** | | | | | | | |
| 3rd grade scores | Low | 34 | 64 | 35 | 42 | 76 | 23 |
| | Medium | 47 | 74 | 25 | 46 | 89 | 10 |
| | High | 31 | 83 | 16 | 29 | 82 | 17 |
| 6th grade scores | Low | 28 | 53 | 46 | 34 | 79 | 20 |
| | Medium | 52 | 76 | 23 | 55 | 85 | 14 |
| | High | 32 | 87 | 12 | 28 | 82 | 17 |
| **Girls** | | | | | | | |
| 3rd grade scores | Low | 36 | 61 | 38 | 46 | 80 | 19 |
| | Medium | 40 | 65 | 35 | 38 | 84 | 15 |
| | High | 41 | 63 | 36 | 53 | 79 | 20 |
| 6th grade scores | Low | 30 | 63 | 36 | 41 | 80 | 19 |
| | Medium | 50 | 68 | 32 | 53 | 83 | 17 |
| | High | 37 | 56 | 43 | 43 | 79 | 20 |

Table A16b. Percentages of Growth Classes Reporting Different Suppertime Atmosphere, by Sex and Grade.

|  | Grades 6-8 |  |  |  | Grades 10-12 |  |  |
|---|---|---|---|---|---|---|---|
|  | 100% N | Usually Relaxed | Sometimes Not or Hectic |  | 100% N | Usually Relaxed | Sometimes Not or Hectic |
| Total | 229 | 68 | 31 |  | 253 | 81 | 18 |
| BOYS | 112 | 74 | 25 |  | 117 | 82 | 17 |
| Decelerating | 27 | 63 | 37 |  | 29 | 82 | 17 |
| Constant | 55 | 74 | 25 |  | 59 | 83 | 16 |
| Accelerating | 30 | 83 | 16 |  | 29 | 82 | 17 |
| GIRLS | 117 | 63 | 36 |  | 136 | 80 | 19 |
| Decelerating | 35 | 65 | 34 |  | 48 | 77 | 22 |
| Constant | 49 | 67 | 32 |  | 39 | 87 | 12 |
| Accelerating | 33 | 54 | 45 |  | 49 | 79 | 20 |

Table A17a. Percentages of Third and Sixth Grade Reading Categories Reporting Different Frequencies of Suppertime Conversation, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Usually Converse | Usually Do Not | Sometimes One or Other | 100% N | Usually Converse | Usually Do Not | Sometimes One or Other |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 52 | 53 | 26 | 19 | 42 | 69 | 19 | 11 |
| | Medium | 72 | 55 | 29 | 15 | 47 | 72 | 14 | 12 |
| | High | 40 | 60 | 12 | 27 | 32 | 62 | 15 | 21 |
| 6th grade scores | Low | 40 | 52 | 27 | 20 | 36 | 66 | 22 | 11 |
| | Medium | 74 | 59 | 24 | 16 | 55 | 74 | 12 | 12 |
| | High | 50 | 54 | 22 | 24 | 30 | 60 | 16 | 23 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 46 | 56 | 19 | 23 | 44 | 88 | 6 | 4 |
| | Medium | 66 | 68 | 15 | 16 | 41 | 85 | 9 | 4 |
| | High | 63 | 69 | 14 | 15 | 53 | 71 | 1 | 26 |
| 6th grade scores | Low | 44 | 63 | 20 | 15 | 41 | 85 | 9 | 4 |
| | Medium | 76 | 60 | 18 | 21 | 55 | 83 | 7 | 9 |
| | High | 55 | 74 | 9 | 16 | 42 | 73 | 0 | 26 |

Table A17b. Percentages of Growth Classes Reporting Different Frequencies of Suppertime Conversation, by Sex and Grade.

|  | Grades |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | 6-8 |  |  |  | 10-12 |  |  |  |
|  | 100% N | Usually Converse | Usually Do Not | Sometimes One or Other | 100% N | Usually Converse | Usually Do Not | Sometimes One or Other |
| Total | 339 | 61 | 20 | 18 | 258 | 75 | 10 | 13 |
| BOYS | 164 | 56 | 24 | 19 | 121 | 68 | 16 | 14 |
| Decelerating | 33 | 51 | 27 | 21 | 30 | 70 | 16 | 13 |
| Constant | 86 | 61 | 19 | 18 | 59 | 72 | 18 | 8 |
| Accelerating | 45 | 48 | 31 | 20 | 32 | 59 | 12 | 28 |
| GIRLS | 175 | 65 | 16 | 18 | 137 | 81 | 5 | 12 |
| Decelerating | 54 | 61 | 22 | 16 | 46 | 84 | 6 | 8 |
| Constant | 70 | 64 | 14 | 21 | 42 | 88 | 4 | 7 |
| Accelerating | 51 | 72 | 11 | 15 | 49 | 73 | 6 | 20 |

Table A18a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Patterns of Grace Saying, by Sex and Grade.

| | | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | | 10-12 | | | | | |
| | | 100% N | Mother | Father | Respondent | Other | Grace Not Said | 100% N | Mother | Father | Respondent | Other | Grace Not Said |
| **Boys** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 52 | 9 | 13 | 15 | 40 | 21 | 43 | 4 | 14 | 16 | 18 | 27 |
| | Medium | 80 | 8 | 17 | 26 | 25 | 22 | 49 | 16 | 20 | 6 | 16 | 26 |
| | High | 41 | 19 | 9 | 26 | 36 | 4 | 34 | 5 | 14 | 20 | 29 | 17 |
| 6th grade scores | Low | 44 | 6 | 13 | 22 | 29 | 27 | 37 | 0 | 18 | 10 | 16 | 29 |
| | Medium | 77 | 6 | 18 | 24 | 31 | 18 | 56 | 10 | 19 | 12 | 26 | 23 |
| | High | 52 | 23 | 9 | 21 | 36 | 9 | 33 | 18 | 9 | 18 | 15 | 21 |
| **Girls** | | | | | | | | | | | | | |
| 3th grade scores | Low | 54 | 22 | 13 | 18 | 25 | 20 | 59 | 13 | 10 | 8 | 25 | 28 |
| | Medium | 75 | 18 | 9 | 22 | 36 | 13 | 46 | 23 | 6 | 10 | 37 | 13 |
| | High | 67 | 17 | 25 | 23 | 26 | 6 | 62 | 11 | 12 | 24 | 29 | 11 |
| 6th grade scores | Low | 48 | 22 | 12 | 20 | 31 | 12 | 50 | 18 | 10 | 8 | 30 | 22 |
| | Medium | 88 | 14 | 12 | 23 | 33 | 15 | 66 | 13 | 7 | 19 | 27 | 18 |
| | High | 60 | 23 | 23 | 20 | 25 | 8 | 51 | 15 | 13 | 15 | 33 | 13 |

Table A18b. Percentages of Growth Classes Reporting Various Patterns of Grace Saying, by Sex and Grade.

| | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | | 10-12 | | | | |
| | 100% N | Mother | Father | Respondent | Other | Grace Not Said | | 100% N | Mother | Father | Respondent | Other | Grace Not Said |
| **Total** | 369 | 15 | 15 | 22 | 31 | 15 | | 292 | 13 | 13 | 14 | 26 | 20 |
| **BOYS** | 173 | 11 | 14 | 23 | 32 | 17 | | 126 | 9 | 16 | 13 | 20 | 24 |
| Decelerating | 38 | 7 | 10 | 28 | 28 | 21 | | 33 | 3 | 9 | 9 | 27 | 30 |
| Constant | 89 | 5 | 16 | 22 | 38 | 16 | | 60 | 5 | 26 | 15 | 21 | 23 |
| Accelerating | 46 | 26 | 13 | 19 | 23 | 17 | | 33 | 24 | 6 | 15 | 12 | 21 |
| **GIRLS** | 196 | 19 | 15 | 21 | 30 | 12 | | 166 | 15 | 10 | 15 | 30 | 18 |
| Decelerating | 57 | 19 | 10 | 28 | 29 | 12 | | 54 | 14 | 13 | 14 | 35 | 11 |
| Constant | 81 | 16 | 16 | 19 | 33 | 14 | | 55 | 21 | 5 | 14 | 23 | 20 |
| Accelerating | 58 | 24 | 20 | 19 | 25 | 10 | | 57 | 10 | 12 | 15 | 31 | 22 |

Table A19a. Percentages of Third and Sixth Grade Reading Categories Reporting Different Degrees of Parental Control of TV, by Sex and Grade.

| | | Grades 6-8 | | | Grades 10-12 | | |
|---|---|---|---|---|---|---|---|
| | | 100% N | No Control | Some Control | 100% N | No Control | Some Control |
| **Boys** | | | | | | | |
| 3rd grade scores | Low | 55 | 47 | 52 | 46 | 60 | 39 |
| | Medium | 82 | 56 | 43 | 49 | 71 | 28 |
| | High | 46 | 52 | 47 | 32 | 65 | 34 |
| 6th grade scores | Low | 44 | 56 | 43 | 40 | 70 | 30 |
| | Medium | 84 | 52 | 47 | 55 | 63 | 36 |
| | High | 55 | 49 | 50 | 32 | 65 | 34 |
| **Girls** | | | | | | | |
| 3rd grade scores | Low | 52 | 48 | 51 | 57 | 77 | 22 |
| | Medium | 76 | 52 | 47 | 46 | 73 | 26 |
| | High | 65 | 49 | 50 | 57 | 77 | 22 |
| 6th grade scores | Low | 49 | 55 | 44 | 50 | 74 | 26 |
| | Medium | 85 | 52 | 47 | 63 | 77 | 22 |
| | High | 59 | 42 | 57 | 47 | 76 | 23 |

Table A19b. Percentages of Growth Classes Reporting Different Degrees of Parental Control of TV, by Sex and Grade.

|  | Grades |  |  |  |  |  |
|---|---|---|---|---|---|---|
|  | 6-8 |  |  | 10-12 |  |  |
|  | 100% N | No Control | Some Control | 100% N | No Control | Some Control |
| **Total** | 376 | 51 | 48 | 286 | 71 | 28 |
| **BOYS** | 183 | 52 | 47 | 127 | 66 | 33 |
| **Decelerating** | 43 | 53 | 46 | 33 | 75 | 24 |
| **Constant** | 94 | 50 | 50 | 60 | 60 | 40 |
| **Accelerating** | 46 | 56 | 43 | 34 | 67 | 32 |
| **GIRLS** | 193 | 50 | 49 | 159 | 76 | 23 |
| **Decelerating** | 59 | 54 | 45 | 52 | 76 | 23 |
| **Constant** | 78 | 51 | 48 | 53 | 77 | 22 |
| **Accelerating** | 56 | 44 | 55 | 54 | 74 | 25 |

Table A20a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Degrees of Mothers Strictness Re. Bedtime, by Sex and Grade.

| | | Grades 6-8 | | | | | Grades 10-12 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Very Strict | A Little | Not Strict | It Depends | 100% N | Very Strict | A Little | Not Strict | It Depends |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 57 | 42 | 35 | 22 | 0 | 47 | 19 | 48 | 31 | 0 |
| | Medium | 85 | 37 | 31 | 29 | 1 | 54 | 20 | 44 | 31 | 3 |
| | High | 45 | 42 | 35 | 17 | 4 | 36 | 16 | 52 | 30 | 0 |
| 6th grade scores | Low | 47 | 40 | 29 | 29 | 0 | 41 | 12 | 56 | 29 | 2 |
| | Medium | 84 | 40 | 32 | 25 | 2 | 61 | 24 | 44 | 29 | 1 |
| | High | 56 | 39 | 39 | 19 | 1 | 35 | 17 | 45 | 37 | 0 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 53 | 22 | 45 | 28 | 3 | 60 | 6 | 38 | 48 | 6 |
| | Medium | 80 | 37 | 41 | 21 | 0 | 47 | 6 | 27 | 59 | 6 |
| | High | 65 | 16 | 60 | 21 | 1 | 64 | 10 | 35 | 48 | 4 |
| 6th grade scores | Low | 50 | 34 | 38 | 24 | 4 | 53 | 5 | 30 | 54 | 9 |
| | Medium | 89 | 27 | 44 | 27 | 1 | 66 | 9 | 34 | 50 | 6 |
| | High | 59 | 20 | 62 | 16 | 0 | 52 | 9 | 38 | 50 | 1 |

Table A20b. Percentages of Growth Classes Reporting Various Degrees of Mothers Strictness Re. Bedtime, by Sex and Grade.

| | Grades 6-8 | | | | | Grades 10-12 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 100% N | Very Strict | A Little | Not Strict | It Depends | 100% N | Very Strict | A Little | Not Strict | It Depends |
| Total | 385 | 33 | 41 | 23 | 1 | 307 | 13 | 40 | 42 | 3 |
| BOYS | 187 | 40 | 33 | 24 | 1 | 137 | 19 | 48 | 31 | 1 |
| Decelerating | 44 | 43 | 38 | 15 | 2 | 35 | 2 | 62 | 31 | 2 |
| Constant | 94 | 40 | 24 | 34 | 1 | 65 | 32 | 38 | 27 | 1 |
| Accelerating | 49 | 36 | 46 | 14 | 2 | 37 | 10 | 51 | 37 | 0 |
| GIRLS | 198 | 26 | 48 | 23 | 1 | 170 | 8 | 34 | 51 | 5 |
| Decelerating | 58 | 32 | 32 | 29 | 5 | 55 | 9 | 29 | 54 | 7 |
| Constant | 83 | 27 | 49 | 22 | 0 | 57 | 7 | 36 | 47 | 8 |
| Accelerating | 57 | 19 | 63 | 17 | 0 | 58 | 8 | 37 | 51 | 1 |

Table A21a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Times of Bed Time "Last Night," by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Before 10:30 | Between 10:30-11:00 | 11:30 or later | 100% N | Before 10:30 | Between 10:30-11:00 | 11:30 or later |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 55 | 32 | 36 | 30 | 46 | 15 | 30 | 54 |
| | Medium | 85 | 30 | 29 | 40 | 52 | 15 | 32 | 51 |
| | High | 46 | 39 | 28 | 32 | 36 | 19 | 52 | 27 |
| 6th grade scores | Low | 46 | 26 | 32 | 41 | 39 | 12 | 23 | 64 |
| | Medium | 84 | 34 | 29 | 35 | 60 | 18 | 41 | 40 |
| | High | 56 | 37 | 32 | 30 | 35 | 17 | 45 | 37 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 53 | 39 | 30 | 30 | 57 | 17 | 40 | 42 |
| | Medium | 78 | 32 | 38 | 29 | 47 | 27 | 42 | 29 |
| | High | 67 | 32 | 38 | 28 | 66 | 13 | 42 | 43 |
| 6th grade scores | Low | 49 | 36 | 30 | 32 | 51 | 13 | 47 | 39 |
| | Medium | 89 | 34 | 33 | 31 | 66 | 22 | 39 | 37 |
| | High | 60 | 31 | 45 | 23 | 53 | 18 | 39 | 41 |

Table A21b. Percentages of Growth Classes Reporting Various Times of Bed Time "Last Night," by Sex and Grade.

| | Grades 6-8 | | | | Grades 10-12 | | | |
|---|---|---|---|---|---|---|---|---|
| | 100% N | Before 10:30 | Between 10:30-11:00 | 11:30 or later | 100% N | Before 10:30 | Between 10:30-11:00 | 11:30 or later |
| Total | 384 | 33 | 33 | 32 | 303 | 17 | 39 | 42 |
| BOYS | 186 | 33 | 31 | 35 | 134 | 16 | 37 | 46 |
| Decelerating | 43 | 25 | 32 | 41 | 34 | 14 | 29 | 55 |
| Constant | 94 | 36 | 28 | 35 | 63 | 15 | 38 | 46 |
| Accelerating | 49 | 34 | 34 | 30 | 37 | 18 | 43 | 37 |
| GIRLS | 198 | 34 | 36 | 29 | 169 | 18 | 42 | 39 |
| Decelerating | 58 | 37 | 27 | 34 | 54 | 14 | 40 | 44 |
| Constant | 81 | 29 | 39 | 30 | 57 | 19 | 43 | 36 |
| Accelerating | 59 | 37 | 40 | 22 | 58 | 20 | 41 | 37 |

Table A22a. Percentages of Third and Sixth Grade Reading Categories Reporting Different Patterns of PTA Membership, by Sex and Grade.

| | | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | | 10-12 | | | | | |
| Boys | | 100% N | No One | Mother | Father | Mother and Father | | 100% N | No One | Mother | Father | Mother and Father | Other |
| 3rd grade scores | Low | 56 | 39 | 53 | 0 | 7 | | 46 | 54 | 30 | 2 | 13 | 0 |
| | Medium | 84 | 48 | 39 | 1 | 11 | | 51 | 49 | 45 | 2 | 3 | 0 |
| | High | 46 | 43 | 52 | 0 | 4 | | 32 | 40 | 46 | 0 | 9 | 3 |
| 6th grade scores | Low | 47 | 40 | 55 | 0 | 4 | | 38 | 52 | 34 | 2 | 10 | 0 |
| | Medium | 84 | 48 | 38 | 1 | 13 | | 59 | 45 | 42 | 1 | 10 | 0 |
| | High | 55 | 41 | 53 | 0 | 5 | | 32 | 50 | 43 | 0 | 3 | 3 |
| Girls | | | | | | | | | | | | | |
| 3rd grade scores | Low | 52 | 53 | 40 | 0 | 5 | | 54 | 59 | 31 | 0 | 9 | 0 |
| | Medium | 77 | 44 | 48 | 3 | 3 | | 44 | 40 | 43 | 2 | 9 | 4 |
| | High | 69 | 33 | 58 | 0 | 10 | | 67 | 55 | 26 | 1 | 14 | 1 |
| 6th grade scores | Low | 49 | 46 | 46 | 2 | 4 | | 50 | 62 | 22 | 2 | 14 | 0 |
| | Medium | 88 | 48 | 47 | 2 | 2 | | 62 | 46 | 37 | 1 | 9 | 4 |
| | High | 61 | 31 | 54 | 0 | 14 | | 53 | 50 | 37 | 0 | 11 | 0 |

Table A22b. Percentages of Growth Classes Reporting Different Patterns of PTA Membership, by Sex and Grade.

| | Grades | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | | |
| | 100% N | No One | Mother | Father | Mother and Father | 100% N | No One | Mother | Father | Mother and Father | Other |
| **Total** | 384 | 42 | 49 | 1 | 7 | 293 | 50 | 36 | 1 | 10 | 1 |
| **BOYS** | 186 | 44 | 47 | 0 | 8 | 129 | 48 | 40 | 1 | 8 | 0 |
| **Decelerating** | 44 | 47 | 47 | 0 | 4 | 33 | 45 | 36 | 3 | 12 | 3 |
| **Constant** | 94 | 43 | 44 | 1 | 10 | 61 | 44 | 47 | 1 | 6 | 0 |
| **Accelerating** | 48 | 41 | 50 | 0 | 8 | 35 | 60 | 31 | 0 | 8 | 0 |
| **GIRLS** | 198 | 40 | 51 | 1 | 6 | 164 | 52 | 32 | 1 | 11 | 1 |
| **Decelerating** | 59 | 45 | 49 | 1 | 3 | 56 | 58 | 25 | 1 | 12 | 1 |
| **Constant** | 80 | 40 | 50 | 2 | 7 | 52 | 50 | 30 | 1 | 13 | 3 |
| **Accelerating** | 59 | 35 | 56 | 0 | 8 | 56 | 48 | 42 | 0 | 8 | 0 |

Table A23a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Parental Reactions to Report Card, by Sex and Grade.

|  |  | Grades |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  |  | 10-12 |  |  |  |  |
|  |  | 100% N | Approval | Mixed | Disapproval | No Reaction | 100% N | Approval | Mixed | Disapproval | No Reaction |
| **Boys** |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 55 | 38 | 23 | 34 | 3 | 47 | 19 | 14 | 61 | 4 |
|  | Medium | 85 | 34 | 21 | 36 | 8 | 54 | 22 | 27 | 44 | 5 |
|  | High | 46 | 41 | 26 | 30 | 2 | 36 | 25 | 25 | 41 | 8 |
| 6th grade scores | Low | 45 | 28 | 22 | 40 | 8 | 40 | 17 | 12 | 65 | 5 |
|  | Medium | 85 | 40 | 18 | 36 | 4 | 62 | 24 | 27 | 43 | 4 |
|  | High | 56 | 39 | 30 | 26 | 3 | 35 | 22 | 25 | 42 | 8 |
| **Girls** |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 50 | 38 | 18 | 40 | 4 | 56 | 17 | 28 | 46 | 7 |
|  | Medium | 80 | 46 | 22 | 30 | 1 | 44 | 25 | 36 | 29 | 9 |
|  | High | 68 | 47 | 27 | 20 | 4 | 65 | 36 | 16 | 38 | 7 |
| 6th grade scores | Low | 49 | 38 | 16 | 40 | 4 | 50 | 24 | 32 | 38 | 6 |
|  | Medium | 89 | 46 | 23 | 28 | 2 | 64 | 21 | 31 | 37 | 9 |
|  | High | 60 | 46 | 28 | 21 | 3 | 51 | 37 | 13 | 41 | 7 |

Table A23b. Percentages of Growth Classes Reporting Various Parental Reactions to Report Cards, by Sex and Grade.

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | |
| | 100% N | Approval | Mixed | Disapproval | No Reaction | 100% N | Approval | Mixed | Disapproval | No Reaction |
| **Total** | 384 | 40 | 23 | 31 | 4 | 301 | 24 | 24 | 43 | 7 |
| **BOYS** | 186 | 37 | 23 | 34 | 5 | 137 | 21 | 22 | 49 | 5 |
| **Decelerating** | 44 | 25 | 25 | 40 | 9 | 34 | 23 | 17 | 55 | 2 |
| **Constant** | 94 | 40 | 19 | 35 | 5 | 66 | 18 | 25 | 50 | 6 |
| **Accelerating** | 48 | 41 | 29 | 27 | 2 | 37 | 27 | 21 | 43 | 8 |
| **GIRLS** | 198 | 44 | 23 | 29 | 3 | 164 | 26 | 26 | 39 | 7 |
| **Decelerating** | 58 | 44 | 17 | 34 | 3 | 56 | 32 | 26 | 37 | 3 |
| **Constant** | 82 | 35 | 26 | 35 | 2 | 50 | 20 | 38 | 28 | 14 |
| **Accelerating** | 58 | 56 | 24 | 15 | 3 | 58 | 27 | 15 | 50 | 6 |

Table A24a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Reasons Parents Want R. to Finish High School by Sex (6th and 8th Grade Respondents Only).

6-8

| | | 100% N | Going to College Mentioned | Necessary For Good Job | Other |
|---|---|---|---|---|---|
| **Boys** | | | | | |
| 3rd grade scores | Low | 54 | 18 | 35 | 63 |
| | Medium | 72 | 26 | 38 | 50 |
| | High | 41 | 22 | 51 | 41 |
| 6th grade scores | Low | 42 | 16 | 31 | 66 |
| | Medium | 75 | 21 | 44 | 53 |
| | High | 50 | 30 | 44 | 38 |
| **Girls** | | | | | |
| 3rd grade scores | Low | 48 | 14 | 41 | 64 |
| | Medium | 76 | 17 | 40 | 55 |
| | High | 68 | 22 | 45 | 55 |
| 6th grade scores | Low | 46 | 10 | 32 | 73 |
| | Medium | 87 | 17 | 46 | 51 |
| | High | 59 | 25 | 43 | 34 |

Table A24b. Percentages of Growth Classes Reporting Various Reasons Parents Want R. to Finish High School by Sex (6th and 8th Grade Respondents Only).

6-8

| | 100% N | Going to College Mentioned | Necessary For Good Job | Other |
|---|---|---|---|---|
| Total | 359 | 20 | 41 | 55 |
| BOYS | 167 | 22 | 40 | 52 |
| Decelerating | 37 | 21 | 35 | 54 |
| Constant | 83 | 16 | 45 | 57 |
| Accelerating | 47 | 34 | 36 | 40 |
| GIRLS | 192 | 18 | 42 | 57 |
| Decelerating | 54 | 14 | 38 | 61 |
| Constant | 79 | 16 | 48 | 57 |
| Accelerating | 59 | 23 | 39 | 55 |

Table A25a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Attitudes Toward Father, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Strong Positive | Mild Positive And Mixed | Negative | 100% N | Strong Positive | Mild Positive And Mixed | Negative |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 37 | 54 | 37 | 8 | 29 | 44 | 44 | 10 |
| | Medium | 59 | 37 | 49 | 13 | 34 | 38 | 55 | 5 |
| | High | 29 | 44 | 44 | 10 | 25 | 20 | 60 | 20 |
| 6th grade scores | Low | 30 | 50 | 36 | 13 | 26 | 42 | 53 | 3 |
| | Medium | 60 | 41 | 50 | 8 | 36 | 36 | 52 | 11 |
| | High | 35 | 42 | 42 | 14 | 26 | 26 | 53 | 19 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 38 | 42 | 44 | 13 | 39 | 20 | 51 | 28 |
| | Medium | 52 | 50 | 42 | 7 | 29 | 27 | 58 | 13 |
| | High | 53 | 49 | 35 | 15 | 46 | 56 | 30 | 13 |
| 6th grade scores | Low | 31 | 45 | 45 | 9 | 35 | 31 | 45 | 22 |
| | Medium | 63 | 44 | 44 | 11 | 42 | 35 | 42 | 21 |
| | High | 49 | 53 | 32 | 14 | 37 | 43 | 45 | 10 |

Table A25b. Percentages of Growth Classes Reporting Various Attitudes Toward Fathers, by Sex and Grade.

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | Strong Positive | Mild Positive and Mixed | Negative | 100% N | Strong Positive | Mild Positive and Mixed | Negative |
| Total | 268 | 45 | 42 | 11 | 201 | 36 | 48 | 15 |
| BOYS | 125 | 44 | 44 | 11 | 88 | 35 | 53 | 11 |
| Decelerating | 27 | 40 | 44 | 14 | 22 | 31 | 63 | 4 |
| Constant | 63 | 42 | 46 | 11 | 40 | 40 | 50 | 10 |
| Accelerating | 35 | 48 | 42 | 8 | 26 | 30 | 50 | 19 |
| GIRLS | 143 | 47 | 40 | 11 | 113 | 37 | 44 | 18 |
| Decelerating | 37 | 35 | 48 | 16 | 41 | 41 | 36 | 22 |
| Constant | 63 | 60 | 34 | 4 | 33 | 27 | 57 | 15 |
| Accelerating | 43 | 39 | 41 | 18 | 39 | 41 | 41 | 17 |

Table A26a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Degrees of "Getting Along" With Father, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Very Well | Well Enough Or Average | Badly or Very Badly | 100% N | Very Well | Well Enough Or Average | Badly or Very Badly |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 41 | 41 | 58 | 0 | 31 | 41 | 54 | 3 |
| | Medium | 64 | 54 | 40 | 4 | 35 | 57 | 37 | 2 |
| | High | 34 | 58 | 41 | 0 | 27 | 44 | 40 | 14 |
| 6th grade scores | Low | 36 | 47 | 47 | 5 | 28 | 53 | 42 | 3 |
| | Medium | 65 | 56 | 41 | 1 | 38 | 44 | 50 | 5 |
| | High | 38 | 47 | 52 | 0 | 27 | 48 | 37 | 11 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 38 | 52 | 44 | 2 | 43 | 39 | 55 | 4 |
| | Medium | 56 | 64 | 35 | 0 | 27 | 29 | 63 | 7 |
| | High | 53 | 49 | 49 | 1 | 46 | 60 | 34 | 4 |
| 6th grade scores | Low | 33 | 60 | 36 | 3 | 38 | 39 | 55 | 5 |
| | Medium | 65 | 50 | 49 | 0 | 39 | 43 | 51 | 5 |
| | High | 49 | 59 | 38 | 2 | 39 | 53 | 41 | 5 |

Table A26b. Percentages of Growth Classes Reporting Various Degrees of "Getting Along" with Fathers, by Sex and Grade.

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | Very Well | Well Enough Or Average | Badly or Very Badly | 100% N | Very Well | Well Enough Or Average | Badly or Very Badly |
| **Total** | 286 | 53 | 44 | 1 | 208 | 47 | 46 | 5 |
| **BOYS** | 139 | 51 | 46 | 2 | 93 | 48 | 44 | 6 |
| **Decelerating** | 35 | 48 | 45 | 5 | 23 | 43 | 52 | 4 |
| **Constant** | 66 | 51 | 47 | 1 | 43 | 46 | 46 | 7 |
| **Accelerating** | 38 | 55 | 44 | 0 | 27 | 55 | 33 | 7 |
| **GIRLS** | 147 | 55 | 42 | 1 | 115 | 46 | 48 | 5 |
| **Decelerating** | 39 | 48 | 51 | 0 | 42 | 42 | 52 | 4 |
| **Constant** | 65 | 60 | 38 | 1 | 30 | 40 | 53 | 6 |
| **Accelerating** | 43 | 55 | 41 | 2 | 43 | 53 | 41 | 4 |

Table A27a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Qualities. "Liked Most" About Fathers, by Sex and Grade.*

| | | Grades | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | | | 10-12 | | | | | | |
| | | 100% N | Supportiveness | Instrumental Usefulness | Rewardingness, Permissiveness | Collectivity Orientation | Don't Know, Can't Say | Other | 100% N | Supportiveness | Instrumental Usefulness | Rewardingness, Permissiveness | Collectivity Orientation | Don't Know, Can't Say | Other |
| **Boys** | | | | | | | | | | | | | | | |
| 3rd grade scores | Low | 41 | 22 | 4 | 31 | 12 | 17 | 26 | 32 | 37 | 6 | 21 | 15 | 18 | 21 |
| | Medium | 64 | 32 | 7 | 25 | 9 | 17 | 26 | 34 | 47 | 2 | 23 | 17 | 8 | 38 |
| | High | 33 | 21 | 3 | 27 | 15 | 39 | 15 | 27 | 25 | 3 | 7 | 22 | 18 | 40 |
| 6th grade scores | Low | 36 | 16 | 5 | 36 | 8 | 16 | 30 | 28 | 39 | 10 | 17 | 14 | 14 | 25 |
| | Medium | 64 | 34 | 7 | 21 | 10 | 18 | 25 | 38 | 42 | 0 | 21 | 18 | 10 | 36 |
| | High | 38 | 23 | 2 | 28 | 15 | 34 | 15 | 27 | 29 | 3 | 14 | 22 | 22 | 37 |
| **Girls** | | | | | | | | | | | | | | | |
| 3rd grade scores | Low | 38 | 50 | 2 | 23 | 7 | 2 | 23 | 41 | 48 | 7 | 7 | 24 | 9 | 29 |
| | Medium | 56 | 44 | 1 | 28 | 7 | 14 | 21 | 28 | 39 | 3 | 25 | 28 | 10 | 21 |
| | High | 53 | 35 | 3 | 26 | 18 | 7 | 28 | 50 | 40 | 4 | 26 | 24 | 10 | 24 |
| 6th grade scores | Low | 33 | 51 | 0 | 27 | 3 | 15 | 18 | 36 | 50 | 2 | 8 | 36 | 5 | 27 |
| | Medium | 65 | 43 | 3 | 20 | 15 | 6 | 29 | 42 | 50 | 4 | 23 | 16 | 11 | 19 |
| | High | 49 | 36 | 4 | 34 | 12 | 8 | 22 | 41 | 29 | 7 | 24 | 24 | 12 | 29 |

* Percentages add to more than 100 because students were permitted to name more than one quality.

Table A27b. Percentages of Growth Classes Reporting Various Questions "Liked Most" About Fathers, by Sex and Grade. *

| | Grades | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | | 10-12 | | | | | | |
| | 100% N | Supportiveness | Instrumental Usefulness | Rewardingness, Permissiveness | Collectivity Orientation | Don't Know, Can't Say | Other | 100% N | Supportiveness | Instrumental Usefulness | Rewardingness, Permissiveness | Collectivity Orientation | Don't Know, Can't Say | Other |
| Total | 285 | 35 | 4 | 27 | 11 | 15 | 24 | 211 | 40 | 4 | 18 | 22 | 12 | 28 |
| BOYS | 138 | 26 | 5 | 27 | 11 | 22 | 23 | 93 | 37 | 4 | 18 | 18 | 15 | 33 |
| Decelerating | 34 | 11 | 2 | 29 | 11 | 29 | 29 | 23 | 43 | 13 | 21 | 13 | 8 | 26 |
| Constant | 66 | 33 | 9 | 25 | 9 | 18 | 24 | 43 | 39 | 2 | 16 | 14 | 14 | 39 |
| Accelerating | 38 | 28 | 2 | 28 | 15 | 23 | 18 | 27 | 29 | 0 | 18 | 29 | 22 | 29 |
| GIRLS | 147 | 42 | 2 | 26 | 11 | 8 | 24 | 118 | 42 | 5 | 18 | 25 | 10 | 25 |
| Decelerating | 39 | 51 | 0 | 15 | 12 | 12 | 25 | 43 | 60 | 4 | 14 | 30 | 4 | 18 |
| Constant | 65 | 41 | 1 | 33 | 12 | 6 | 24 | 31 | 41 | 0 | 19 | 22 | 9 | 32 |
| Accelerating | 43 | 37 | 7 | 25 | 9 | 9 | 23 | 44 | 25 | 9 | 22 | 22 | 15 | 27 |

* See Note to Table A27a.

Table A28a. Percentages of Third and Sixth Grade Reading Categories Expressing Various Attitudes Toward Mothers, by Sex and Grade.

|  |  | Grades 6-8 |  |  |  | Grades 10-12 |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | 100% N | Strong Positive | Mild Positive or Mixed | Negative | 100% N | Strong Positive | Mild Positive or Mixed | Negative |
| **Boys** |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 51 | 45 | 51 | 3 | 40 | 52 | 45 | 2 |
|  | Medium | 78 | 39 | 52 | 7 | 51 | 52 | 43 | 3 |
|  | High | 43 | 51 | 46 | 2 | 35 | 40 | 54 | 5 |
| 6th grade scores | Low | 42 | 40 | 54 | 4 | 36 | 50 | 44 | 5 |
|  | Medium | 78 | 39 | 55 | 5 | 57 | 49 | 47 | 3 |
|  | High | 52 | 53 | 40 | 5 | 33 | 48 | 48 | 3 |
| **Girls** |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 49 | 59 | 34 | 6 | 56 | 51 | 44 | 3 |
|  | Medium | 75 | 62 | 34 | 2 | 44 | 50 | 47 | 2 |
|  | High | 65 | 60 | 36 | 3 | 60 | 65 | 30 | 5 |
| 6th grade scores | Low | 46 | 58 | 39 | 2 | 49 | 53 | 40 | 6 |
|  | Medium | 84 | 61 | 33 | 4 | 62 | 53 | 43 | 3 |
|  | High | 59 | 61 | 35 | 3 | 49 | 63 | 34 | 2 |

Table A28b. Percentages of Growth Classes Expressing Various Attitudes Toward Mothers, by Sex and Grade.

| | Grades 6-8 | | | | Grades 10-12 | | | |
|---|---|---|---|---|---|---|---|---|
| | 100% N | Strong Positive | Mild Positive or Mixed | Negative | 100% N | Strong Positive | Mild Positive or Mixed | Negative |
| Total | 361 | 52 | 42 | 4 | 285 | 53 | 42 | 3 |
| BOYS | 172 | 44 | 50 | 5 | 126 | 49 | 46 | 4 |
| Decelerating | 40 | 30 | 67 | 2 | 31 | 58 | 38 | 3 |
| Constant | 88 | 47 | 45 | 6 | 62 | 43 | 51 | 4 |
| Accelerating | 44 | 50 | 45 | 4 | 33 | 51 | 45 | 3 |
| GIRLS | 189 | 60 | 35 | 3 | 159 | 56 | 39 | 3 |
| Decelerating | 55 | 58 | 40 | 1 | 54 | 59 | 37 | 3 |
| Constant | 79 | 67 | 31 | 1 | 49 | 46 | 44 | 8 |
| Accelerating | 55 | 54 | 36 | 9 | 56 | 62 | 37 | 0 |

## Table A29a. Percentages of Third and Sixth Grade Reading Categories Expressing Various Degrees of "Getting Along" with Mothers, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Very Well | Well Enough or Average | Badly or Very Badly | 100% N | Very Well | Well Enough or Average | Badly or Very Badly |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 56 | 60 | 39 | 0 | 41 | 78 | 19 | 2 |
| | Medium | 81 | 65 | 30 | 3 | 52 | 63 | 34 | 1 |
| | High | 44 | 63 | 36 | 0 | 35 | 71 | 22 | 5 |
| 6th grade scores | Low | 46 | 65 | 34 | 0 | 36 | 61 | 36 | 2 |
| | Medium | 80 | 65 | 31 | 3 | 58 | 70 | 27 | 1 |
| | High | 55 | 60 | 40 | 0 | 34 | 79 | 14 | 5 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 51 | 60 | 37 | 2 | 56 | 66 | 33 | 0 |
| | Medium | 78 | 65 | 32 | 1 | 44 | 68 | 29 | 2 |
| | High | 66 | 66 | 30 | 3 | 60 | 66 | 31 | 1 |
| 6th grade scores | Low | 49 | 67 | 30 | 0 | 48 | 70 | 29 | 0 |
| | Medium | 87 | 58 | 39 | 2 | 63 | 63 | 34 | 1 |
| | High | 59 | 71 | 25 | 3 | 49 | 67 | 30 | 2 |

Table A29b. Percentages of Growth Classes Expressing Various Degrees of "Getting Along" with Mothers, by Sex and Grade.

|  | Grades |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | 6-8 |  |  |  | 10-12 |  |  |  |
|  | 100% N | Very Well | Well Enough or Average | Badly or Very Badly | 100% N | Very Well | Well Enough or Average | Badly or Very Badly |
| Total | 376 | 64 | 33 | 1 | 287 | 68 | 29 | 2 |
| BOYS | 181 | 63 | 34 | 1 | 128 | 70 | 26 | 3 |
| Decelerating | 43 | 67 | 32 | 0 | 31 | 61 | 38 | 0 |
| Constant | 90 | 60 | 36 | 3 | 62 | 69 | 27 | 3 |
| Accelerating | 48 | 66 | 33 | 0 | 35 | 80 | 14 | 5 |
| GIRLS | 195 | 64 | 32 | 2 | 159 | 67 | 31 | 1 |
| Decelerating | 58 | 69 | 29 | 0 | 53 | 67 | 30 | 1 |
| Constant | 82 | 63 | 36 | 0 | 50 | 64 | 34 | 2 |
| Accelerating | 55 | 61 | 30 | 7 | 56 | 69 | 30 | 0 |

Table A30a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Qualities They "Liked Most" About Mothers, by Sex and Grade.*

| | | Grades 6-8 | | | | | | Grades 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Supportiveness/ Permisiveness | Instrumental Activities | Justice | Don't Know Can't Say | Other | 100% N | Supportiveness/ Permisiveness | Instrumental Activities | Justice | Don't Know Can't Say | Other |
| **Boys** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 54 | 31 | 29 | 5 | 3 | 42 | 41 | 53 | 31 | 4 | 12 | 31 |
| | Medium | 78 | 48 | 41 | 10 | 5 | 25 | 52 | 55 | 21 | 13 | 5 | 44 |
| | High | 42 | 42 | 28 | 7 | 11 | 40 | 35 | 40 | 20 | 14 | 17 | 31 |
| 6th grade scores | Low | 45 | 22 | 42 | 4 | 4 | 37 | 36 | 50 | 30 | 8 | 8 | 33 |
| | Medium | 76 | 44 | 32 | 11 | 5 | 31 | 58 | 55 | 25 | 8 | 10 | 36 |
| | High | 53 | 54 | 30 | 5 | 9 | 35 | 34 | 44 | 14 | 17 | 14 | 41 |
| **Girls** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 51 | 45 | 37 | 7 | 3 | 33 | 56 | 57 | 17 | 10 | 8 | 39 |
| | Medium | 78 | 35 | 37 | 6 | 1 | 37 | 45 | 66 | 15 | 8 | 11 | 24 |
| | High | 67 | 46 | 16 | 7 | 4 | 44 | 60 | 65 | 13 | 10 | 5 | 31 |
| 6th grade scores | Low | 49 | 42 | 36 | 2 | 4 | 34 | 49 | 59 | 16 | 8 | 8 | 40 |
| | Medium | 87 | 39 | 31 | 8 | 1 | 40 | 63 | 63 | 14 | 11 | 11 | 27 |
| | High | 60 | 45 | 23 | 10 | 5 | 40 | 49 | 65 | 16 | 10 | 4 | 30 |

*See note to Table A27a.

## Table A30b. Percentages of Growth Classes Reporting Various Qualities They "Liked Most" About Mothers, by Sex and Grade.*

Grade

| | 6-8 | | | | | | 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 100% N | Supportiveness/ Permisiveness | Instrumental Activities | Justice | Don't Know Can't Say | Other | 100% N | Supportiveness/ Permisiveness | Instrumental Activities | Justice | Don't Know Can't Say | Other |
| Total | 370 | 41 | 32 | 7 | 4 | 36 | 288 | 57 | 19 | 10 | 9 | 34 |
| BOYS | 174 | 42 | 34 | 8 | 6 | 34 | 128 | 50 | 24 | 10 | 10 | 36 |
| Decelerating | 42 | 31 | 40 | 4 | 9 | 33 | 31 | 48 | 32 | 9 | 3 | 35 |
| Constant | 86 | 44 | 30 | 10 | 4 | 36 | 62 | 51 | 22 | 11 | 11 | 35 |
| Accelerating | 46 | 47 | 37 | 6 | 6 | 32 | 35 | 51 | 20 | 11 | 17 | 40 |
| GIRLS | 196 | 41 | 30 | 7 | 3 | 38 | 160 | 62 | 15 | 10 | 8 | 32 |
| Decelerating | 58 | 44 | 32 | 0 | 3 | 39 | 54 | 64 | 14 | 9 | 1 | 38 |
| Constant | 82 | 37 | 28 | 12 | 0 | 41 | 50 | 62 | 20 | 12 | 14 | 30 |
| Accelerating | 56 | 44 | 30 | 7 | 7 | 33 | 56 | 60 | 12 | 8 | 8 | 28 |

*See note to Table A27a.

Table A31a. Percentages of Third and Sixth Grade Reading Categories Able and Unable to Name Something They Liked Least About Mothers, by Sex and Grade.

| | | Grades | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | |
| | | 100% N | Don't Know Can't Say | Names Something | | 100% N | Don't Know Can't Say | Names Something |
| **Boys** | | | | | | | | |
| 3rd grade scores | Low | 54 | 44 | 55 | | 35 | 34 | 65 |
| | Medium | 78 | 61 | 38 | | 48 | 27 | 72 |
| | High | 43 | 58 | 41 | | 30 | 41 | 58 |
| 6th grade scores | Low | 45 | 46 | 53 | | 32 | 25 | 75 |
| | Medium | 77 | 58 | 41 | | 53 | 37 | 62 |
| | High | 53 | 58 | 41 | | 28 | 34 | 65 |
| **Girls** | | | | | | | | |
| 3rd grade scores | Low | 51 | 39 | 60 | | 51 | 17 | 82 |
| | Medium | 77 | 42 | 57 | | 42 | 19 | 81 |
| | High | 66 | 39 | 62 | | 55 | 14 | 85 |
| 6th grade scores | Low | 49 | 42 | 57 | | 46 | 17 | 82 |
| | Medium | 85 | 35 | 64 | | 56 | 23 | 76 |
| | High | 60 | 46 | 55 | | 46 | 8 | 91 |

Table A31b. Percentages of Growth Classes Able and Unable to Name Something They Liked Least About Mothers, by Sex and Grade.

| | Grades | | | | | |
|---|---|---|---|---|---|---|
| | 6-8 | | | 10-12 | | |
| | 100% N | Don't Know Can't Say | Names Something | 100% N | Don't Know Can't Say | Names Something |
| Total | 369 | 47 | 52 | 260 | 24 | 75 |
| BOYS | 175 | 55 | 44 | 113 | 33 | 66 |
| Decelerating | 42 | 61 | 38 | 28 | 28 | 71 |
| Constant | 87 | 50 | 49 | 57 | 31 | 68 |
| Accelerating | 56 | 58 | 41 | 28 | 41 | 58 |
| GIRLS | 194 | 40 | 59 | 147 | 17 | 83 |
| Decelerating | 57 | 40 | 59 | 49 | 14 | 85 |
| Constant | 81 | 35 | 64 | 48 | 20 | 79 |
| Accelerating | 56 | 48 | 53 | 50 | 16 | 84 |

Table A32a. Percentages of Male Third and Sixth Grade Reading Categories and of Growth Classes Reporting Disagreement with Parents on Selected Issues.

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | D-A | L | M | H | L-H | L | M | H | L-H |
| Staying Out Late | 76 | 80 | 79 | 79 | 86 | - 7 | 88 | 70 | 86 | 2 | 80 | 77 | 86 | - 6 |
| Who Date | 50 | 48 | 48 | 48 | 42 | 6 | 49 | 48 | 42 | 7 | 45 | 50 | 44 | 1 |
| Amount of Allowance | 50 | 52 | 56 | 51 | 56 | 0 | 48 | 58 | 53 | - 5 | 53 | 52 | 59 | - 6 |
| Friends | 59 | 64 | 64 | 64 | 73 | - 9 | 77 | 58 | 64 | 13 | 69 | 64 | 64 | 5 |
| Spare Time | 57 | 62 | 69 | 63 | 62 | 7 | 63 | 61 | 72 | - 9 | 64 | 63 | 69 | - 5 |
| Try Hard at School | 69 | 74 | 77 | 74 | 73 | 4 | 80 | 70 | 74 | 6 | 74 | 75 | 72 | 2 |
| Amount of Study Time | 61 | 67 | 75 | 65 | 60 | 15 | 72 | 65 | 64 | 8 | 73 | 67 | 60 | 13 |
| Leaving School | 38 | 43 | 57 | 46 | 30 | 17 | 57 | 45 | 35 | 22 | 52 | 50 | 31 | 21 |
| Obeying Parents | 55 | 55 | 52 | 54 | 66 | -14 | 54 | 56 | 58 | - 2 | 53 | 53 | 63 | -10 |
| Watching TV | 49 | 53 | 57 | 53 | 54 | 3 | 52 | 57 | 53 | - 1 | 50 | 56 | 57 | - 7 |
| Being Polite | 36 | 37 | 45 | 38 | 33 | 12 | 38 | 43 | 33 | 5 | 46 | 37 | 32 | 14 |
| Line of Work | 34 | 38 | 42 | 42 | 29 | 15 | 43 | 40 | 34 | 9 | 48 | 39 | 29 | 19 |
| Not Having A Job | 41 | 51 | 56 | 46 | 41 | 15 | 52 | 42 | 50 | 2 | 54 | 45 | 44 | 10 |
| Getting Married | 35 | 36 | 49 | 34 | 28 | 21 | 36 | 38 | 37 | - 1 | 44 | 38 | 25 | 19 |
| Religion | 19 | 24 | 29 | 31 | 13 | 16 | 26 | 34 | 18 | 8 | 29 | 32 | 16 | 13 |
| Spending Allowance | 57 | 60 | 58 | 65 | 68 | -10 | 63 | 61 | 69 | - 6 | 59 | 61 | 74 | -15 |

KEY:
ST - Sample Total
T - Total of Sub-Population (i.e., Boys)
D - Decliners
C - Constants
A - Accelerators
L - Low
M - Medium (Average)
H - High

Table A32b. Percentages of Female Third and Sixth Grade Reading Categories and of Growth Classes Reporting Disagreement with Parents on Selected Issues.

| | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | T | D | C | A | D-A | L | M | H | L-H | L | M | H | L-H |
| Staying Out Late | 74 | 75 | 72 | 79 | - 4 | 71 | 74 | 80 | - 9 | 71 | 74 | 79 | - 8 |
| Who Date | 52 | 52 | 46 | 47 | 5 | 50 | 48 | 46 | 4 | 51 | 48 | 45 | 6 |
| Amount of Allowance | 49 | 47 | 50 | 45 | 2 | 50 | 48 | 46 | 4 | 47 | 50 | 46 | 1 |
| Friends | 56 | 59 | 49 | 50 | 9 | 51 | 54 | 51 | 0 | 54 | 55 | 48 | 6 |
| Spare Time | 54 | 56 | 52 | 58 | - 2 | 52 | 54 | 59 | - 7 | 52 | 57 | 56 | - 4 |
| Try Hard at School | 66 | 70 | 64 | 62 | 8 | 67 | 65 | 64 | 3 | 70 | 66 | 60 | 10 |
| Amount of Study Time | 56 | 67 | 52 | 49 | 18 | 56 | 55 | 56 | 0 | 63 | 56 | 48 | 15 |
| Leaving School | 34 | 38 | 35 | 26 | 12 | 35 | 34 | 31 | 4 | 35 | 39 | 25 | 10 |
| Obeying Parents | 55 | 61 | 54 | 58 | 3 | 56 | 52 | 64 | - 8 | 60 | 54 | 59 | 1 |
| Watching TV | 47 | 43 | 47 | 46 | - 3 | 45 | 49 | 43 | 2 | 47 | 44 | 46 | 1 |
| Being Polite | 35 | 39 | 31 | 39 | 0 | 38 | 34 | 35 | 3 | 37 | 35 | 35 | 2 |
| Line of Work | 32 | 37 | 24 | 28 | 9 | 33 | 32 | 21 | 12 | 37 | 30 | 21 | 16 |
| Not Having a Job | 34 | 46 | 32 | 24 | 22 | 35 | 36 | 32 | 3 | 42 | 34 | 27 | 15 |
| Getting Married | 35 | 40 | 28 | 24 | 16 | 32 | 34 | 26 | 6 | 30 | 39 | 21 | 9 |
| Religion | 16 | 23 | 14 | 14 | 9 | 20 | 18 | 12 | 8 | 24 | 14 | 14 | 10 |
| Spending Allowance | 55 | 59 | 57 | 57 | 2 | 58 | 56 | 59 | - 1 | 53 | 62 | 57 | - 4 |

KEY:
T - Total of Sub-Population (i.e., Girls)
D - Decliners
C - Constants
A - Accelerators
L - Low
M - Medium (Average)
H - High

### Table A33. Percentages of Students With Selected Family Characteristics Scoring "Low" on Anomia Scale (10th and 12th Graders)

| Family Characteristics | Percent Scoring Low (Scores 0-2) | N |
|---|---|---|
| Grace said | 56 | 264 |
| Grace not said | 49 | 71 |
| Supper a family gathering | 58 | 134 |
| Not a family gathering | 54 | 134 |
| Supper time usually relaxed | 61 | 241 |
| Not relaxed | 58 | 57 |
| Usually general conversation at supper | 59 | 250 |
| Usually not | 52 | 89 |
| Live with own Mother and Father | 58 | 222 |
| Other | 53 | 160 |
| Live with own Mother, no male | 49 | 112 |
| Other | 59 | 270 |
| Small Household (5 or less) | 52 | 211 |
| Large Household (6 or more) | 53 | 169 |

# Appendix B. Tables for Chapter B, "Educational Factors and Reading Achievement."

Table Bla. Percentages of Third and Sixth Grade Reading Categories Born in Selected Areas, by Sex and Grade.

| | | Grades 6-8 | | | | | | Grades 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Middle Atlantic | North | South | West, Puerto Rico | All North | 100% N | Middle Atlantic | North | South | West, Puerto Rico | All North |
| **Boys** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 57 | 56 | 18 | 25 | 2 | 74 | 46 | 59 | 13 | 28 | 0 | 72 |
| | Medium | 85 | 68 | 12 | 16 | 4 | 80 | 54 | 61 | 17 | 22 | 0 | 78 |
| | High | 46 | 59 | 11 | 28 | 2 | 70 | 36 | 81 | 3 | 17 | 0 | 84 |
| 6th grade scores | Low | 47 | 60 | 17 | 21 | 2 | 77 | 40 | 65 | 15 | 20 | 0 | 80 |
| | Medium | 85 | 67 | 7 | 22 | 4 | 74 | 61 | 70 | 6 | 23 | 0 | 76 |
| | High | 56 | 57 | 20 | 26 | 2 | 77 | 35 | 57 | 17 | 26 | 0 | 74 |
| **Girls** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 54 | 54 | 17 | 26 | 4 | 71 | 59 | 64 | 5 | 27 | 3 | 69 |
| | Medium | 80 | 54 | 11 | 34 | 1 | 65 | 46 | 70 | 9 | 20 | 2 | 79 |
| | High | 70 | 64 | 18 | 17 | 0 | 82 | 65 | 62 | 15 | 23 | 0 | 77 |
| 6th grade scores | Low | 51 | 53 | 20 | 28 | 0 | 73 | 51 | 67 | 14 | 18 | 2 | 81 |
| | Medium | 91 | 55 | 14 | 29 | 2 | 69 | 68 | 62 | 10 | 25 | 3 | 72 |
| | High | 62 | 64 | 13 | 21 | 2 | 77 | 51 | 67 | 6 | 27 | 0 | 73 |

Table B1b. Percentages of Growth Categories Born in Selected Areas, by Sex and Grade.

| | Grades | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | 10-12 | | | | |
| | 100% N | Middle Atlantic | North | South | West, Puerto Rico | All North | 100% N | Middle Atlantic | North | South | West, Puerto Rico | All North |
| **BOYS** | 188 | 62 | 13 | 22 | 3 | 75 | 136 | 65 | 12 | 23 | 0 | 77 |
| Decelerating | 44 | 57 | 9 | 32 | 2 | 66 | 34 | 76 | 12 | 12 | 0 | 88 |
| Constant | 95 | 65 | 13 | 20 | 2 | 78 | 65 | 62 | 11 | 28 | 0 | 73 |
| Accelerating | 49 | 61 | 18 | 16 | 4 | 79 | 37 | 62 | 14 | 24 | 0 | 76 |
| **GIRLS** | 204 | 57 | 15 | 26 | 2 | 72 | 169 | 64 | 10 | 24 | 2 | 74 |
| Decelerating | 61 | 51 | 25 | 23 | 2 | 76 | 56 | 68 | 14 | 16 | 2 | 82 |
| Constant | 83 | 58 | 11 | 30 | 1 | 69 | 56 | 66 | 9 | 25 | 0 | 75 |
| Accelerating | 60 | 63 | 12 | 23 | 2 | 75 | 57 | 60 | 7 | 30 | 4 | 67 |

Table B2a. Percentages of Third and Sixth Grade Reading Categories Attending Different Numbers of Elementary Schools, by Sex and Grade

|  |  | Grades |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  |  |  | 10-12 |  |  |  |  |  |
|  |  | 100% N | One | Two | Three | Four or More | Three or More | 100% N | One | Two | Three | Four or More | Three or More |
| **Boys** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 54 | 24 | 20 | 22 | 33 | 55 | 40 | 52 | 18 | 18 | 12 | 30 |
|  | Medium | 85 | 22 | 33 | 21 | 24 | 45 | 46 | 43 | 30 | 13 | 13 | 26 |
|  | High | 46 | 28 | 30 | 20 | 21 | 41 | 31 | 45 | 26 | 10 | 19 | 29 |
| 6th grade scores | Low | 47 | 28 | 19 | 21 | 32 | 53 | 34 | 65 | 15 | 9 | 12 | 21 |
|  | Medium | 85 | 22 | 31 | 20 | 27 | 47 | 57 | 42 | 28 | 19 | 11 | 30 |
|  | High | 53 | 24 | 34 | 23 | 19 | 42 | 26 | 35 | 31 | 8 | 27 | 35 |
| **Girls** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 51 | 18 | 28 | 24 | 31 | 55 | 49 | 43 | 20 | 10 | 26 | 36 |
|  | Medium | 79 | 19 | 29 | 24 | 29 | 53 | 43 | 28 | 21 | 37 | 14 | 51 |
|  | High | 69 | 29 | 29 | 22 | 20 | 42 | 61 | 48 | 33 | 15 | 5 | 20 |
| 6th grade scores | Low | 50 | 10 | 30 | 22 | 38 | 60 | 46 | 37 | 28 | 11 | 24 | 35 |
|  | Medium | 89 | 27 | 25 | 24 | 25 | 49 | 59 | 44 | 17 | 29 | 10 | 39 |
|  | High | 60 | 25 | 33 | 23 | 18 | 41 | 48 | 40 | 33 | 17 | 11 | 28 |

Table B2b. Percentages of Growth Categories Attending Different Numbers of Elementary Schools, by Sex and Grade.

| | Grades | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | | |
| | 100% N | One | Two | Three | Four or More | Three or More | 100% N | One | Two | Three | Four or More | Three or More |
| BOYS | 185 | 24 | 29 | 21 | 26 | 47 | 117 | 47 | 25 | 17 | 14 | 31 |
| Decelerating | 44 | 27 | 18 | 25 | 28 | 53 | 30 | 50 | 23 | 14 | 17 | 31 |
| Constant | 95 | 26 | 27 | 20 | 26 | 46 | 60 | 48 | 28 | 10 | 7 | 17 |
| Accelerating | 46 | 17 | 41 | 20 | 22 | 42 | 27 | 41 | 22 | 18 | 30 | 48 |
| GIRLS | 199 | 22 | 29 | 23 | 26 | 49 | 152 | 41 | 25 | 20 | 14 | 34 |
| Decelerating | 60 | 22 | 23 | 27 | 28 | 55 | 50 | 48 | 20 | 12 | 20 | 32 |
| Constant | 81 | 27 | 31 | 17 | 25 | 42 | 49 | 37 | 26 | 24 | 12 | 36 |
| Accelerating | 58 | 16 | 31 | 28 | 26 | 54 | 53 | 38 | 28 | 23 | 11 | 34 |

Table B3a. Percentages of Third and Sixth Grade Reading Categories With Different Absence Averages, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Low (10-16) | Medium (17-23) | High (24-30) | 100% N | Low (10-16) | Medium (17-23) | High (24-30) |
| **BOYS** | | | | | | | | | |
| 3rd grade scores | Low | 51 | 22 | 43 | 35 | 43 | 23 | 35 | 42 |
| | Medium | 64 | 19 | 34 | 47 | 50 | 38 | 34 | 28 |
| | High | 37 | 27 | 27 | 46 | 34 | 29 | 49 | 23 |
| 6th grade scores | Low | 34 | 18 | 35 | 47 | 37 | 19 | 38 | 43 |
| | Medium | 73 | 23 | 33 | 44 | 57 | 38 | 33 | 28 |
| | High | 35 | 22 | 40 | 38 | 33 | 30 | 46 | 24 |
| **GIRLS** | | | | | | | | | |
| 3rd grade scores | Low | 49 | 12 | 27 | 55 | 58 | 19 | 26 | 55 |
| | Medium | 77 | 20 | 20 | 61 | 46 | 22 | 32 | 46 |
| | High | 67 | 30 | 26 | 45 | 63 | 30 | 40 | 30 |
| 6th grade scores | Low | 48 | 8 | 21 | 70 | 52 | 21 | 35 | 44 |
| | Medium | 83 | 20 | 23 | 57 | 65 | 20 | 34 | 46 |
| | High | 59 | 34 | 26 | 40 | 50 | 32 | 30 | 38 |

Table B3b. Percentages of Growth Categories with Different Absence Averages, by Sex and Grade.

| | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | |
| | 100% N | Low (10-16) | Medium (17-23) | High (24-30) | 100% N | Low (10-16) | Medium (17-23) | High (24-30) |
| **BOYS** | 152 | 22 | 36 | 43 | 127 | 31 | 38 | 31 |
| Decelerating | 30 | 13 | 30 | 57 | 32 | 19 | 38 | 44 |
| Constant | 80 | 26 | 37 | 37 | 61 | 38 | 34 | 28 |
| Accelerating | 42 | 19 | 38 | 43 | 34 | 29 | 44 | 28 |
| **GIRLS** | 193 | 21 | 23 | 55 | 166 | 23 | 33 | 44 |
| Decelerating | 57 | 14 | 18 | 68 | 55 | 20 | 38 | 42 |
| Constant | 77 | 22 | 26 | 52 | 54 | 22 | 28 | 50 |
| Accelerating | 59 | 27 | 26 | 47 | 57 | 28 | 34 | 41 |

Table B4a. Percentages of Third and Sixth Grade Reading Categories in Different School Curricula, by Sex and Grade.

|  |  | Grades 10-12 |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
|  |  | 100% N | General | Secretarial | Business | College | Clerical, Industrial, Miscellaneous Commercial |
| **Boys** |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 40 | 45 | 0 | 25 | 22 | 8 |
|  | Medium | 47 | 21 | 0 | 15 | 55 | 9 |
|  | High | 33 | 24 | 0 | 12 | 58 | 6 |
| 6th grade scores | Low | 32 | 47 | 0 | 25 | 19 | 9 |
|  | Medium | 56 | 29 | 0 | 12 | 48 | 11 |
|  | High | 32 | 16 | 0 | 19 | 66 | 0 |
| **Girls** |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 57 | 16 | 25 | 21 | 23 | 16 |
|  | Medium | 44 | 11 | 25 | 20 | 27 | 16 |
|  | High | 63 | 6 | 30 | 18 | 29 | 18 |
| 6th grade scores | Low | 51 | 18 | 20 | 30 | 18 | 15 |
|  | Medium | 62 | 8 | 34 | 16 | 23 | 19 |
|  | High | 51 | 8 | 26 | 14 | 39 | 14 |

Table B4b. Percentages of Growth Categories in Different School Curricula, by Sex and Grade.

Grades

10-12

| | 100% N | General | Secretarial | Business | College | Clerical, Industrial, Miscellaneous Commercial |
|---|---|---|---|---|---|---|
| BOYS | 120 | 30 | 0 | 18 | 45 | 7 |
| Decelerating | 28 | 46 | 0 | 21 | 18 | 14 |
| Constant | 58 | 29 | 0 | 17 | 47 | 8 |
| Accelerating | 34 | 18 | 0 | 15 | 65 | 3 |
| GIRLS | 163 | 11 | 27 | 20 | 26 | 16 |
| Decelerating | 55 | 16 | 24 | 26 | 18 | 16 |
| Constant | 51 | 10 | 37 | 18 | 20 | 16 |
| Accelerating | 57 | 7 | 21 | 16 | 39 | 18 |

Table B5a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Amounts of Activities, by Sex and Grade.

Grades

10-12

| | | 100% N | None | One Activity | More Than One |
|---|---|---|---|---|---|
| **Boys** | | | | | |
| 3rd grade scores | Low | 37 | 89 | 6 | 3 |
| | Medium | 44 | 86 | 9 | 4 |
| | High | 31 | 68 | 29 | 3 |
| 6th grade scores | Low | 31 | 97 | 3 | 0 |
| | Medium | 52 | 85 | 14 | 2 |
| | High | 29 | 62 | 28 | 10 |
| **Girls** | | | | | |
| 3rd grade scores | Low | 54 | 65 | 35 | 0 |
| | Medium | 42 | 69 | 26 | 5 |
| | High | 59 | 78 | 20 | 2 |
| 6th grade scores | Low | 47 | 68 | 30 | 2 |
| | Medium | 60 | 67 | 32 | 2 |
| | High | 48 | 79 | 19 | 2 |

Table B5b. Percentages of Growth Categories Reporting Various Amounts of Activities, by Sex and Grade.

Grades

10-12

| | 100% N | None | One Activity | More Than One |
|---|---|---|---|---|
| BOYS | 112 | 82 | 14 | 4 |
| Decelerating | 28 | 96 | 4 | 0 |
| Constant | 54 | 80 | 17 | 4 |
| Accelerating | 30 | 73 | 21 | 7 |
| GIRLS | 154 | 71 | 27 | 2 |
| Decelerating | 51 | 69 | 32 | 0 |
| Constant | 50 | 70 | 28 | 2 |
| Accelerating | 53 | 73 | 23 | 4 |

Table B6a. Percentages of Third and Sixth Grade Reading Categories in Selected Kinds of School Clubs, by Sex and Grade*

Grades

10-12

| | | 100% N | Athletic | General Organization | Subject Matter | Musical | Service | Publications | Red Cross, Other |
|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 26 | 67 | 26 | 18 | 11 | 4 | 15 | 4 |
| | Medium | 38 | 59 | 31 | 15 | 18 | 15 | 13 | 8 |
| | High | 25 | 46 | 46 | 19 | 15 | 38 | 15 | 0 |
| 6th grade scores | Low | 22 | 56 | 22 | 17 | 9 | 4 | 17 | 4 |
| | Medium | 39 | 61 | 32 | 15 | 17 | 15 | 7 | 5 |
| | High | 28 | 54 | 46 | 21 | 18 | 36 | 21 | 4 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 24 | 32 | 36 | 16 | 12 | 40 | 16 | 8 |
| | Medium | 22 | 17 | 35 | 17 | 0 | 39 | 0 | 29 |
| | High | 32 | 32 | 46 | 40 | 11 | 24 | 16 | 16 |
| 6th grade scores | Low | 21 | 36 | 18 | 9 | 9 | 50 | 9 | 13 |
| | Medium | 26 | 14 | 50 | 18 | 4 | 29 | 11 | 28 |
| | High | 31 | 34 | 46 | 46 | 11 | 26 | 14 | 17 |

*Percentages add to more than 100 because students were permitted to name more than one club.

## Table B6b. Percentages of Growth Categories in Selected Kinds of School Clubs, by Sex and Grade*

Grades

10-12

| | 100% N | Athletic | General Organization | Subject Matter | Musical | Service | Publications | Red Cross, Other |
|---|---|---|---|---|---|---|---|---|
| **BOYS** | 89 | 58 | 34 | 17 | 15 | 18 | 14 | 4 |
| Decelerating | 19 | 63 | 21 | 10 | 10 | 16 | 21 | 0 |
| Constant | 40 | 56 | 40 | 16 | 14 | 14 | 7 | 7 |
| Accelerating | 30 | 57 | 33 | 23 | 20 | 27 | 20 | 3 |
| **GIRLS** | 78 | 28 | 40 | 27 | 8 | 33 | 12 | 20 |
| Decelerating | 20 | 27 | 14 | 14 | 4 | 46 | 14 | 23 |
| Constant | 29 | 26 | 52 | 19 | 10 | 39 | 10 | 23 |
| Accelerating | 29 | 31 | 47 | 44 | 9 | 19 | 12 | 16 |

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*Percentages add to more than 100 because students were permitted to name more than one club.

Table B7a. Percentages of Third and Sixth Grade Reading Categories Indicating Different Conceptions of Importance of Belonging to School Clubs, by Sex and Grade

| | | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 8 | | | | | 10-12 | | | | |
| | | 100% N | Very Important | Important | Doesn't Matter | Not Important | 100% N | Very Important | Important | Doesn't Matter | Not Important |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 20 | 30 | 25 | 10 | 35 | 46 | 33 | 22 | 13 | 33 |
| | Medium | 43 | 37 | 9 | 7 | 46 | 52 | 42 | 25 | 12 | 20 |
| | High | 24 | 37 | 13 | 12 | 38 | 34 | 56 | 18 | 6 | 21 |
| 6th grade scores | Low | 19 | 21 | 32 | 16 | 32 | 40 | 25 | 30 | 18 | 28 |
| | Medium | 43 | 37 | 7 | 7 | 49 | 58 | 40 | 19 | 10 | 30 |
| | High | 25 | 44 | 12 | 8 | 36 | 34 | 68 | 18 | 3 | 12 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 30 | 23 | 40 | 13 | 23 | 54 | 37 | 33 | 11 | 19 |
| | Medium | 32 | 38 | 9 | 6 | 47 | 45 | 51 | 24 | 6 | 18 |
| | High | 35 | 51 | 20 | 6 | 23 | 66 | 52 | 18 | 17 | 14 |
| 6th grade scores | Low | 20 | 20 | 30 | 10 | 40 | 46 | 37 | 28 | 6 | 28 |
| | Medium | 45 | 38 | 24 | 7 | 32 | 66 | 54 | 20 | 12 | 14 |
| | High | 32 | 50 | 16 | 9 | 26 | 53 | 45 | 28 | 16 | 11 |

Table B7b. Percentages of Growth Categories Indicating Different Conceptions of Importance of Belonging to School Clubs, by Sex and Grade

|  | Grades 8 |  |  |  |  | Grades 10-12 |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | 100% N | Very Important | Important | Doesn't Matter | Not Important | 100% N | Very Important | Important | Doesn't Matter | Not Important |
| BOYS | 87 | 36 | 14 | 9 | 45 | 132 | 42 | 22 | 11 | 24 |
| Decelerating | 23 | 17 | 26 | 22 | 35 | 34 | 21 | 26 | 21 | 32 |
| Constant | 47 | 45 | 8 | 2 | 45 | 63 | 43 | 21 | 8 | 27 |
| Accelerating | 17 | 35 | 12 | 12 | 41 | 35 | 63 | 20 | 6 | 11 |
| GIRLS | 97 | 38 | 23 | 8 | 31 | 164 | 46 | 25 | 12 | 16 |
| Decelerating | 28 | 25 | 25 | 11 | 39 | 53 | 51 | 24 | 2 | 23 |
| Constant | 41 | 42 | 22 | 2 | 34 | 52 | 50 | 23 | 13 | 14 |
| Accelerating | 28 | 46 | 22 | 14 | 18 | 59 | 39 | 27 | 19 | 14 |

Table B8a. Percentages of Third and Sixth Grade Reading Categories Believing That Teachers Do and Do Not "Act Differently" Toward Club Members, by Sex and Grade.

| | | Grades 8 | | | | Grades 10-12 | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | 100% N | Yes | Sometimes | No | 100% N | Yes | Sometimes | No |
| 3rd grade scores | Low | 20 | 15 | 0 | 85 | 47 | 40 | 8 | 51 |
| | Medium | 42 | 12 | 0 | 88 | 52 | 31 | 6 | 63 |
| | High | 26 | 19 | 0 | 81 | 34 | 41 | 6 | 53 |
| 6th grade scores | Low | 18 | 22 | 0 | 78 | 38 | 34 | 8 | 58 |
| | Medium | 44 | 11 | 0 | 89 | 61 | 34 | 6 | 59 |
| | High | 26 | 15 | 0 | 85 | 34 | 44 | 6 | 50 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 29 | 24 | 0 | 76 | 58 | 10 | 5 | 84 |
| | Medium | 33 | 15 | 3 | 82 | 42 | 7 | 5 | 88 |
| | High | 36 | 11 | 3 | 86 | 65 | 23 | 2 | 75 |
| 6th grade scores | Low | 20 | 35 | 0 | 65 | 49 | 8 | 4 | 72 |
| | Medium | 45 | 11 | 2 | 87 | 65 | 11 | 3 | 86 |
| | High | 33 | 12 | 3 | 85 | 51 | 26 | 4 | 71 |

Table B8b. Percentages of Growth Categories Believing That Teachers Do and Do Not "Act Differently" Toward Club Members, by Sex and Grade.

|  | Grades |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | 8 |  |  |  |  | 10-12 |  |  |  |
|  | 100% N | Yes | Sometimes | No |  | 100% N | Yes | Sometimes | No |
| **BOYS** | 88 | 15 | 0 | 85 |  | 133 | 37 | 7 | 56 |
| Decelerating | 23 | 13 | 0 | 89 |  | 33 | 30 | 6 | 64 |
| Constant | 47 | 19 | 0 | 81 |  | 64 | 39 | 6 | 55 |
| Accelerating | 18 | 6 | 0 | 94 |  | 36 | 39 | 9 | 53 |
| **GIRLS** | 98 | 16 | 2 | 82 |  | 164 | 15 | 3 | 82 |
| Decelerating | 29 | 21 | 3 | 76 |  | 55 | 11 | 4 | 86 |
| Constant | 42 | 17 | 0 | 83 |  | 52 | 15 | 2 | 83 |
| Accelerating | 27 | 11 | 3 | 85 |  | 57 | 18 | 5 | 77 |

Table B9a. Percentages of Third and Sixth Grade Reading Categories Expressing Different Evaluations of Faculty Advisors, by Sex and Grade

Grades

10-12

| | | 100% N | Strong Positive | Weak Positive | Doesn't Matter | Negative |
|---|---|---|---|---|---|---|
| **Boys** | | | | | | |
| 3rd grade scores | Low | 19 | 26 | 58 | 10 | 5 |
| | Medium | 28 | 50 | 29 | 14 | 7 |
| | High | 20 | 50 | 35 | 0 | 15 |
| 6th grade scores | Low | 17 | 35 | 47 | 12 | 6 |
| | Medium | 27 | 37 | 41 | 11 | 11 |
| | High | 23 | 56 | 30 | 4 | 9 |
| **Girls** | | | | | | |
| 3rd grade scores | Low | 21 | 48 | 19 | 14 | 19 |
| | Medium | 22 | 36 | 50 | 4 | 9 |
| | High | 39 | 49 | 26 | 13 | 13 |
| 6th grade scores | Low | 16 | 31 | 50 | 6 | 13 |
| | Medium | 32 | 50 | 28 | 9 | 13 |
| | High | 34 | 47 | 24 | 15 | 15 |

Table B9b. Percentages of Reading Categories Expressing Different Evaluations of Faculty Advisors, by Sex and Grade

Grades

10-12

|  | 100% N | Strong Positive | Weak Positive | Doesn't Matter | Negative |
|---|---|---|---|---|---|
| BOYS | 67 | 43 | 39 | 9 | 9 |
| Decelerating | 13 | 23 | 46 | 15 | 15 |
| Constant | 32 | 47 | 38 | 9 | 6 |
| Accelerating | 22 | 50 | 36 | 4 | 9 |
| GIRLS | 81 | 44 | 31 | 11 | 14 |
| Decelerating | 19 | 47 | 37 | 0 | 16 |
| Constant | 29 | 24 | 45 | 21 | 10 |
| Accelerating | 33 | 61 | 15 | 9 | 15 |

Table B10a. Percentages of Third and Sixth Grade Reading Categories Who Spend Various Amounts of Time on Homework, by Sex and Grade

|  |  | Grades |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  | 10-12 |  |  |  |  |
|  |  | 100% N | Less Than 1 | 1 - 1½ | More Than 1½ | 100% N | Less Than 1 | 1 - ½ | 1½ - 2 | More Than 2 |
| **Boys** |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 55 | 27 | 53 | 20 | 45 | 27 | 42 | 18 | 13 |
|  | Medium | 85 | 38 | 44 | 19 | 55 | 13 | 44 | 14 | 29 |
|  | High | 46 | 39 | 41 | 20 | 35 | 29 | 20 | 20 | 32 |
| 6th grade scores | Low | 46 | 33 | 48 | 20 | 40 | 23 | 42 | 18 | 18 |
|  | Medium | 85 | 28 | 47 | 25 | 61 | 21 | 36 | 16 | 26 |
|  | High | 55 | 47 | 42 | 11 | 34 | 21 | 32 | 18 | 29 |
| **Girls** |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 53 | 26 | 49 | 25 | 55 | 9 | 40 | 33 | 18 |
|  | Medium | 80 | 35 | 40 | 25 | 45 | 2 | 24 | 33 | 40 |
|  | High | 69 | 40 | 41 | 19 | 65 | 14 | 35 | 6 | 45 |
| 6th grade scores | Low | 50 | 32 | 46 | 22 | 48 | 10 | 31 | 46 | 13 |
|  | Medium | 90 | 34 | 42 | 23 | 65 | 6 | 42 | 15 | 37 |
|  | High | 62 | 37 | 40 | 22 | 52 | 12 | 27 | 10 | 52 |

Table B10b. Percentages of Growth Categories Who Spend Various Amounts of Time on Homework, by Sex and Grade

| | Grades | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | | | |
| | 100% N | Less Than 1 | 1 - 1½ | More Than 1½ | 100% N | Less Than 1 | 1 - 1½ | 1½ - 2 | More Than 2 |
| **BOYS** | 186 | 35 | 46 | 19 | 135 | 22 | 37 | 17 | 24 |
| Decelerating | 42 | 38 | 33 | 26 | 34 | 26 | 41 | 9 | 24 |
| Constant | 96 | 31 | 50 | 20 | 65 | 20 | 37 | 18 | 25 |
| Accelerating | 48 | 40 | 48 | 12 | 36 | 19 | 33 | 22 | 25 |
| **GIRLS** | 202 | 35 | 43 | 23 | 164 | 9 | 34 | 23 | 34 |
| Decelerating | 59 | 34 | 41 | 26 | 56 | 11 | 34 | 38 | 18 |
| Constant | 83 | 39 | 40 | 22 | 51 | 8 | 31 | 20 | 41 |
| Accelerating | 60 | 30 | 48 | 22 | 57 | 9 | 37 | 10 | 44 |

Table B11a. Percentages of **Third and Sixth Grade** Reading Categories Doing Homework in Selected Places, by Sex and Grade

| | | Grades 6-8 | | | | | | Grades 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Own Room | Living Room | Kitchen | Varies | Other | 100% N | Own Room | Living Room | Kitchen | Varies | Other |
| **Boys** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 56 | 48 | 5 | 23 | 9 | 14 | 47 | 51 | 15 | 21 | 2 | 11 |
| | Medium | 84 | 45 | 7 | 19 | 13 | 16 | 55 | 38 | 11 | 26 | 13 | 13 |
| | High | 46 | 54 | 6 | 13 | 4 | 22 | 36 | 44 | 8 | 22 | 8 | 17 |
| 6th grade scores | Low | 47 | 45 | 13 | 19 | 11 | 13 | 41 | 39 | 15 | 34 | 0 | 12 |
| | Medium | 85 | 45 | 5 | 24 | 9 | 18 | 62 | 50 | 11 | 10 | 13 | 16 |
| | High | 54 | 57 | 4 | 11 | 9 | 18 | 35 | 40 | 9 | 34 | 9 | 9 |
| **Girls** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 54 | 57 | 6 | 24 | 4 | 9 | 58 | 47 | 10 | 26 | 5 | 12 |
| | Medium | 79 | 53 | 10 | 23 | 10 | 4 | 46 | 48 | 4 | 33 | 9 | 6 |
| | High | 69 | 51 | 13 | 19 | 4 | 13 | 67 | 48 | 9 | 21 | 9 | 14 |
| 6th grade scores | Low | 51 | 55 | 6 | 20 | 8 | 12 | 51 | 37 | 2 | 37 | 8 | 16 |
| | Medium | 91 | 57 | 8 | 24 | 7 | 4 | 67 | 52 | 12 | 22 | 8 | 6 |
| | High | 60 | 47 | 17 | 20 | 5 | 12 | 53 | 51 | 9 | 19 | 8 | 13 |

Table B11b. Percentages of Growth Categories Doing Homework in Selected Places, by Sex and Grade

| | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | 10-12 | | | | | |
| | 100% N | Own Room | Living Room | Kitchen | Varies | Other | 100% N | Own Room | Living Room | Kitchen | Varies | Other |
| BOYS | 186 | 48 | 6 | 19 | 10 | 17 | 138 | 44 | 12 | 23 | 8 | 13 |
| Decelerating | 44 | 46 | 7 | 25 | 11 | 11 | 35 | 31 | 11 | 34 | 9 | 14 |
| Constant | 94 | 45 | 8 | 20 | 10 | 17 | 66 | 52 | 14 | 11 | 8 | 17 |
| Accelerating | 48 | 58 | 2 | 10 | 8 | 21 | 37 | 43 | 8 | 35 | 8 | 5 |
| GIRLS | 202 | 53 | 10 | 22 | 6 | 8 | 170 | 48 | 8 | 25 | 8 | 11 |
| Decelerating | 61 | 57 | 8 | 20 | 7 | 8 | 57 | 40 | 5 | 30 | 9 | 16 |
| Constant | 82 | 56 | 6 | 22 | 7 | 9 | 54 | 52 | 7 | 26 | 9 | 6 |
| Accelerating | 59 | 46 | 17 | 24 | 5 | 8 | 59 | 51 | 12 | 20 | 5 | 12 |

### Table B12a. Percentages of Third and Sixth Grade Reading Categories Who Would Turn to Selected Others for Help With Homework, by Sex and Grade

Grades

6-8*

| | | 100% N | Mother | Father | Sibling | Teacher | Both Mother and Father | Classmates | Other Relatives | Other, Depends, Varies |
|---|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | | |
| 3rd grade scores | Low | 50 | 44 | 8 | 42 | 6 | 0 | 4 | 4 | 2 |
| | Medium | 81 | 41 | 11 | 37 | 4 | 6 | 2 | 4 | 4 |
| | High | 45 | 44 | 9 | 20 | 16 | 0 | 2 | 9 | 4 |
| 6th grade scores | Low | 43 | 44 | 7 | 42 | 7 | 2 | 5 | 2 | 2 |
| | Medium | 82 | 37 | 12 | 37 | 7 | 4 | 2 | 6 | 4 |
| | High | 51 | 51 | 8 | 24 | 8 | 2 | 2 | 6 | 4 |
| **Girls** | | | | | | | | | | |
| 3rd grade scores | Low | 50 | 46 | 4 | 32 | 10 | 0 | 2 | 8 | 4 |
| | Medium | 77 | 42 | 10 | 27 | 4 | 8 | 0 | 4 | 7 |
| | High | 69 | 48 | 12 | 29 | 1 | 7 | 0 | 7 | 3 |
| 6th grade scores | Low | 47 | 55 | 6 | 28 | 2 | 2 | 2 | 2 | 6 |
| | Medium | 89 | 42 | 8 | 27 | 9 | 7 | 0 | 8 | 4 |
| | High | 60 | 42 | 13 | 33 | 0 | 7 | 0 | 7 | 5 |

*Percentages add to more than 100 because students were permitted to name more than one person.

Table B12a. Percentages of Third and Sixth Grade Reading Categories Who Would Turn to Selected Others for Help With Homework, by Sex and Grade, continued

**Grades**

**10-12**

| | | 100% N | Mother | Father | Sibling | Teacher | Both Mother and Father | Classmates | Other Relatives | Other, Depends, Varies |
|---|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | | |
| 3rd grade scores | Low | 46 | 15 | 6 | 13 | 33 | 2 | 6 | 4 | 19 |
| | Medium | 54 | 9 | 4 | 15 | 28 | 6 | 6 | 2 | 31 |
| | High | 34 | 18 | 3 | 12 | 26 | 3 | 15 | 6 | 18 |
| 6th grade scores | Low | 40 | 18 | 8 | 8 | 25 | 2 | 8 | 8 | 25 |
| | Medium | 61 | 12 | 3 | 20 | 30 | 7 | 7 | 0 | 23 |
| | High | 33 | 12 | 3 | 9 | 33 | 0 | 12 | 6 | 24 |
| **Girls** | | | | | | | | | | |
| 3rd grade scores | Low | 57 | 23 | 7 | 18 | 16 | 0 | 5 | 16 | 16 |
| | Medium | 46 | 9 | 13 | 17 | 30 | 4 | 2 | 2 | 20 |
| | High | 64 | 16 | 6 | 22 | 16 | 3 | 3 | 6 | 28 |
| 6th grade scores | Low | 51 | 22 | 12 | 14 | 18 | 0 | 8 | 8 | 20 |
| | Medium | 66 | 12 | 9 | 27 | 21 | 3 | 3 | 8 | 15 |
| | High | 50 | 16 | 4 | 14 | 20 | 4 | 0 | 10 | 32 |

**Table B12b. Percentages of Growth Categories Who Would Turn to Selected Others for Help With Homework, by Sex and Grade.**

**Grades**

**6-8***

| | 100% N | Mother | Father | Sibling | Teacher | Both Mother and Father | Classmates | Other Relatives | Other, Depends, Varies |
|---|---|---|---|---|---|---|---|---|---|
| **BOYS** | 176 | 43 | 10 | 34 | 7 | 3 | 3 | 5 | 3 |
| Decelerating | 42 | 36 | 14 | 36 | 10 | 2 | 5 | 2 | 4 |
| Constant | 88 | 43 | 9 | 33 | 7 | 3 | 2 | 4 | 4 |
| Accelerating | 46 | 48 | 6 | 35 | 6 | 2 | 2 | 9 | 0 |
| **GIRLS** | 196 | 45 | 9 | 29 | 5 | 6 | 1 | 6 | 4 |
| Decelerating | 57 | 56 | 4 | 28 | 5 | 4 | 0 | 5 | 2 |
| Constant | 81 | 38 | 12 | 30 | 6 | 9 | 1 | 5 | 6 |
| Accelerating | 58 | 43 | 10 | 29 | 2 | 3 | 0 | 9 | 5 |

*Percentages add to more than 100 because students were permitted to name more than one person.

Table B12b. Percentages of Growth Categories Who Would Turn to Selected Others for Help With Homework, by Sex and Grade, continued.

Grades

10-12

| | 100% N | Mother | Father | Sibling | Teacher | Both Mother and Father | Classmates | Other Relatives | Other, Depends, Varies |
|---|---|---|---|---|---|---|---|---|---|
| **BOYS** | 134 | 13 | 4 | 13 | 29 | 4 | 8 | 4 | 24 |
| Decelerating | 35 | 23 | 3 | 9 | 29 | 0 | 9 | 9 | 31 |
| Constant | 64 | 8 | 6 | 14 | 28 | 8 | 6 | 3 | 26 |
| Accelerating | 35 | 14 | 3 | 17 | 31 | 0 | 11 | 0 | 23 |
| **GIRLS** | 166 | 16 | 8 | 19 | 20 | 2 | 4 | 8 | 21 |
| Decelerating | 57 | 21 | 12 | 12 | 14 | 0 | 9 | 9 | 23 |
| Constant | 53 | 9 | 11 | 26 | 23 | 4 | 0 | 8 | 19 |
| Accelerating | 56 | 18 | 2 | 20 | 23 | 2 | 2 | 9 | 25 |

Table B13a. Percentages of Third and Sixth Grade Reading Categories Who Read Selected Types of Magazines, by Sex and Grade.

Grades

6-8*

| | | 100% N | Sports | Teenage and Women | News | Negro | Children's, Comics | Entertainment | Romance, True Story | Informational-Educational | Pictorial |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 35 | 26 | 14 | 6 | 29 | 9 | 3 | 3 | 3 | 54 |
| | Medium | 49 | 24 | 4 | 6 | 29 | 12 | 4 | 2 | 2 | 51 |
| | High | 31 | 29 | 10 | 10 | 29 | 19 | 0 | 3 | 6 | 36 |
| 6th grade scores | Low | 25 | 32 | 16 | 8 | 24 | 8 | 4 | 0 | 0 | 60 |
| | Medium | 50 | 22 | 4 | 6 | 26 | 14 | 2 | 2 | 2 | 52 |
| | High | 40 | 28 | 10 | 8 | 35 | 15 | 2 | 5 | 8 | 35 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 38 | 0 | 32 | 5 | 40 | 24 | 0 | 16 | 5 | 37 |
| | Medium | 62 | 0 | 27 | 3 | 53 | 19 | 5 | 10 | 5 | 47 |
| | High | 57 | 0 | 44 | 4 | 51 | 28 | 7 | 5 | 5 | 53 |
| 6th grade scores | Low | 36 | 0 | 31 | 3 | 39 | 19 | 0 | 11 | 6 | 42 |
| | Medium | 70 | 0 | 27 | 3 | 49 | 24 | 6 | 11 | 6 | 46 |
| | High | 51 | 0 | 47 | 6 | 57 | 26 | 6 | 6 | 4 | 51 |

*Percentages add to more than 100 because students were permitted to name more than one magazine.

### Table 13a. Percentages of Third and Sixth Grade Reading Categories Who Read Selected Types of Magazines, by Sex and Grade, continued

Grades

10-12*

| | | 100% N | Sports | Teenage and Women | News | Negro | Children's, Comics | Entertainment | Romance, True Story | Informational-Educational | Pictorial |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 36 | 44 | 8 | 6 | 44 | 6 | 3 | 0 | 8 | 44 |
| | Medium | 46 | 39 | 4 | 20 | 50 | 0 | 2 | 2 | 11 | 59 |
| | High | 26 | 15 | 0 | 38 | 42 | 4 | 0 | 0 | 12 | 62 |
| 6th grade scores | Low | 32 | 38 | 9 | 16 | 50 | 0 | 3 | 3 | 0 | 53 |
| | Medium | 52 | 42 | 4 | 15 | 38 | 2 | 2 | 0 | 17 | 54 |
| | High | 24 | 17 | 0 | 33 | 58 | 8 | 0 | 0 | 8 | 58 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 46 | 2 | 46 | 11 | 54 | 6 | 4 | 13 | 2 | 41 |
| | Medium | 41 | 2 | 54 | 17 | 54 | 2 | 5 | 22 | 2 | 22 |
| | High | 60 | 0 | 67 | 17 | 60 | 2 | 2 | 8 | 7 | 50 |
| 6th grade scores | Low | 41 | 2 | 49 | 7 | 51 | 10 | 7 | 17 | 5 | 29 |
| | Medium | 61 | 2 | 56 | 18 | 61 | 2 | 0 | 13 | 2 | 43 |
| | High | 45 | 0 | 64 | 18 | 56 | 0 | 4 | 11 | 7 | 44 |

*Percentages add to more than 100 because students were permitted to name more than one magazine.

Table 13b. Percentages of Growth Categories Who Read Selected Types of Magazines, by Sex and Grade.

Grades

6-8*

| | 100% N | Sports | Teenage and Women | News | Negro | Children's, Comics | Entertainment | Romance, True Story | Informational-Educational | Pictorial |
|---|---|---|---|---|---|---|---|---|---|---|
| BOYS | 115 | 26 | 9 | 7 | 29 | 13 | 3 | 3 | 4 | 48 |
| Decelerating | 25 | 28 | 12 | 4 | 24 | 8 | 4 | 0 | 0 | 56 |
| Constant | 55 | 27 | 9 | 9 | 27 | 16 | 2 | 4 | 6 | 47 |
| Accelerating | 35 | 23 | 6 | 6 | 34 | 11 | 3 | 3 | 3 | 43 |
| GIRLS | 157 | 0 | 34 | 4 | 49 | 24 | 4 | 10 | 5 | 46 |
| Decelerating | 46 | 0 | 26 | 2 | 37 | 26 | 6 | 11 | 4 | 46 |
| Constant | 69 | 0 | 36 | 3 | 56 | 14 | 3 | 9 | 3 | 49 |
| Accelerating | 42 | 0 | 41 | 7 | 50 | 36 | 5 | 10 | 10 | 43 |

*Percentages add to more than 100 because students were permitted to name more than one magazine.

Table B13b. Percentages of Growth Categories Who Read Selected Types of Magazines, by Sex and Grade, continued.

Grades

10-12*

| | 100% N | Sports | Teenage and Women | News | Negro | Children's, Comics | Entertainment | Romance, True Story | Informational-Educational | Pictorial |
|---|---|---|---|---|---|---|---|---|---|---|
| **BOYS** | 108 | 35 | 5 | 19 | 46 | 3 | 2 | 1 | 10 | 55 |
| Decelerating | 26 | 38 | 12 | 23 | 54 | 0 | 0 | 4 | 0 | 62 |
| Constant | 55 | 40 | 4 | 14 | 38 | 2 | 4 | 0 | 16 | 49 |
| Accelerating | 27 | 22 | 0 | 26 | 56 | 7 | 0 | 0 | 7 | 59 |
| **GIRLS** | 146 | 1 | 57 | 15 | 56 | 3 | 3 | 14 | 4 | 40 |
| Decelerating | 48 | 0 | 67 | 6 | 50 | 10 | 6 | 12 | 6 | 38 |
| Constant | 51 | 4 | 47 | 24 | 65 | 0 | 2 | 12 | 0 | 37 |
| Accelerating | 47 | 0 | 57 | 15 | 53 | 0 | 2 | 17 | 6 | 45 |

*Percentages add to more than 100 because students were permitted to name more than one magazine.

Table B14a. Percentages of Third and Sixth Grade Reading Categories Expressing Different Feelings When School Day is Over, by Sex and Grade.

Grades

10-12

| | | 100% N | Sad | Glad | Not Much Difference | Doesn't Matter |
|---|---|---|---|---|---|---|
| **Boys** | | | | | | |
| 3rd grade scores | Low | 43 | 7 | 42 | 35 | 16 |
| | Medium | 49 | 14 | 31 | 38 | 18 |
| | High | 32 | 6 | 34 | 47 | 12 |
| 6th grade scores | Low | 37 | 5 | 49 | 27 | 19 |
| | Medium | 54 | 13 | 26 | 43 | 18 |
| | High | 33 | 9 | 36 | 46 | 9 |
| **Girls** | | | | | | |
| 3rd grade scores | Low | 56 | 7 | 41 | 46 | 5 |
| | Medium | 46 | 6 | 37 | 41 | 15 |
| | High | 64 | 8 | 39 | 41 | 12 |
| 6th grade scores | Low | 50 | 8 | 38 | 46 | 8 |
| | Medium | 65 | 5 | 42 | 40 | 14 |
| | High | 51 | 10 | 37 | 43 | 10 |

Table B14b. Percentages of Growth Categories Expressing Different Feelings When School Day is Over, by Sex and Grade.

Grades

10-12

| | 100%<br>N | Sad | Glad | Not Much Difference | Doesn't Matter |
|---|---|---|---|---|---|
| **BOYS** | 124 | 10 | 36 | 39 | 16 |
| Decelerating | 31 | 10 | 45 | 29 | 16 |
| Constant | 59 | 8 | 32 | 41 | 19 |
| Accelerating | 34 | 12 | 32 | 44 | 12 |
| **GIRLS** | 165 | 7 | 39 | 43 | 11 |
| Decelerating | 54 | 9 | 35 | 46 | 9 |
| Constant | 54 | 4 | 43 | 41 | 13 |
| Accelerating | 57 | 9 | 39 | 42 | 10 |

Table B15a. Percentages of Third and Sixth Grade Reading Categories Grading the School in Different Ways, by Sex and Grade.

| | | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | 10-12 | | | | |
| | | 100% N | A | B | C | D,F | 100% N | A | B | C | D,F |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 56 | 20 | 30 | 36 | 14 | 46 | 17 | 39 | 39 | 4 |
| | Medium | 81 | 16 | 32 | 35 | 17 | 52 | 17 | 46 | 31 | 6 |
| | High | 44 | 9 | 41 | 41 | 9 | 34 | 9 | 59 | 29 | 3 |
| 6th grade scores | Low | 46 | 17 | 24 | 48 | 10 | 39 | 15 | 31 | 46 | 8 |
| | Medium | 82 | 21 | 38 | 26 | 15 | 59 | 17 | 51 | 27 | 5 |
| | High | 53 | 6 | 36 | 43 | 16 | 34 | 12 | 59 | 29 | 0 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 51 | 15 | 51 | 19 | 13 | 56 | 17 | 46 | 32 | 3 |
| | Medium | 79 | 13 | 48 | 34 | 3 | 46 | 17 | 52 | 28 | 2 |
| | High | 70 | 22 | 38 | 27 | 11 | 67 | 13 | 46 | 35 | 4 |
| 6th grade scores | Low | 48 | 25 | 41 | 20 | 12 | 50 | 20 | 50 | 26 | 4 |
| | Medium | 90 | 13 | 48 | 31 | 6 | 66 | 13 | 50 | 34 | 1 |
| | High | 62 | 17 | 43 | 29 | 9 | 53 | 15 | 43 | 35 | 5 |

Table B15b. Percentages of Growth Categories Grading the School in Different Ways, by Sex and Grade.

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | |
| | 100% N | A | B | C | D,F | 100% N | A | B | C | D,F |
| **BOYS** | 181 | 15 | 34 | 36 | 14 | 132 | 15 | 47 | 33 | 4 |
| Decelerating | 44 | 20 | 27 | 46 | 7 | 34 | 12 | 35 | 53 | 0 |
| Constant | 91 | 16 | 36 | 30 | 18 | 63 | 19 | 44 | 27 | 10 |
| Accelerating | 46 | 9 | 35 | 41 | 15 | 35 | 11 | 63 | 26 | 0 |
| **GIRLS** | 200 | 18 | 46 | 28 | 9 | 168 | 16 | 48 | 32 | 4 |
| Decelerating | 58 | 22 | 40 | 26 | 12 | 56 | 14 | 57 | 29 | 0 |
| Constant | 82 | 15 | 49 | 32 | 5 | 54 | 20 | 48 | 26 | 6 |
| Accelerating | 60 | 17 | 47 | 25 | 12 | 58 | 14 | 40 | 41 | 5 |

Table B16a. Percentages of Third and Sixth Grade Reading Categories Reporting Different Parental Evaluations of the School, by Sex and Grade.

| | | Grades | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | 10-12 | | | |
| | | 100% N | Above Average | Average | Below Average | 100% N | Above Average | Average | Below Average |
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 53 | 42 | 47 | 11 | 46 | 44 | 44 | 13 |
| | Medium | 82 | 42 | 49 | 10 | 53 | 51 | 43 | 6 |
| | High | 40 | 40 | 48 | 12 | 31 | 45 | 55 | 0 |
| 6th grade scores | Low | 44 | 39 | 50 | 11 | 39 | 33 | 51 | 15 |
| | Medium | 79 | 47 | 44 | 9 | 59 | 48 | 49 | 3 |
| | High | 52 | 35 | 52 | 14 | 32 | 63 | 34 | 3 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 50 | 44 | 52 | 4 | 58 | 48 | 47 | 5 |
| | Medium | 75 | 40 | 55 | 5 | 43 | 33 | 65 | 2 |
| | High | 68 | 35 | 53 | 12 | 66 | 32 | 62 | 6 |
| 6th grade scores | Low | 46 | 41 | 56 | 1 | 49 | 47 | 51 | 2 |
| | Medium | 87 | 40 | 53 | 7 | 66 | 41 | 54 | 4 |
| | High | 60 | 37 | 52 | 12 | 52 | 25 | 67 | 8 |

Table B16b. Percentages of Growth Categories Reporting Different Parental Evaluations of the School, by Sex and Grade.

| | Grades | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | |
| | 100% N | Above Average | Average | Below Average | | 100% N | Above Average | Average | Below Average |
| **BOYS** | 175 | 41 | 48 | 11 | | 130 | 47 | 46 | 7 |
| **Decelerating** | 38 | 42 | 50 | 8 | | 33 | 36 | 52 | 12 |
| **Constant** | 90 | 38 | 47 | 13 | | 63 | 48 | 46 | 6 |
| **Accelerating** | 47 | 43 | 49 | 8 | | 34 | 56 | 41 | 3 |
| **GIRLS** | 193 | 39 | 54 | 7 | | 166 | 38 | 57 | 5 |
| **Decelerating** | 57 | 40 | 56 | 4 | | 56 | 43 | 52 | 5 |
| **Constant** | 81 | 37 | 57 | 6 | | 52 | 42 | 56 | 2 |
| **Accelerating** | 55 | 42 | 46 | 13 | | 58 | 29 | 64 | 7 |

Table B17a. Percentages of Third and Sixth Grade Reading Categories Indicating Different Feelings About the Justice of Their Grades, by Sex and Grade.

| | | Grades 10-12 | | | | | |
|---|---|---|---|---|---|---|---|
| | | 100% N | Yes, Most of the Time | Yes, More Often Than Not | Sometimes | No, More Often Than Not | No, Never Most of the Time |
| **Boys** | | | | | | | |
| 3rd grade scores | Low | 46 | 52 | 15 | 11 | 11 | 11 |
| | Medium | 55 | 66 | 13 | 11 | 7 | 4 |
| | High | 34 | 70 | 12 | 12 | 3 | 3 |
| 6th grade scores | Low | 41 | 51 | 15 | 20 | 7 | 7 |
| | Medium | 59 | 61 | 17 | 5 | 10 | 7 |
| | High | 35 | 77 | 6 | 11 | 3 | 3 |
| **Girls** | | | | | | | |
| 3rd grade scores | Low | 57 | 54 | 14 | 21 | 9 | 2 |
| | Medium | 45 | 69 | 16 | 11 | 2 | 2 |
| | High | 66 | 64 | 12 | 17 | 8 | 0 |
| 6th grade scores | Low | 51 | 55 | 14 | 24 | 8 | 0 |
| | Medium | 65 | 65 | 17 | 9 | 6 | 3 |
| | High | 52 | 65 | 10 | 19 | 6 | 0 |

Table B17b. Percentages of Growth Categories Indicating Different Feelings About the Justice of Their Grades, by Sex and Grade.

Grades

10-12

| | 100% N | Yes, Most of the Time | Yes, More Often Than Not | Sometimes | No, More Often Than Not | No, Never Most of the Time |
|---|---|---|---|---|---|---|
| BOYS | 135 | 62 | 13 | 11 | 7 | 6 |
| Decelerating | 33 | 46 | 18 | 21 | 6 | 9 |
| Constant | 65 | 62 | 12 | 8 | 11 | 8 |
| Accelerating | 37 | 78 | 11 | 8 | 3 | 0 |
| GIRLS | 167 | 62 | 13 | 17 | 7 | 1 |
| Decelerating | 57 | 58 | 16 | 18 | 7 | 2 |
| Constant | 53 | 70 | 11 | 13 | 6 | 0 |
| Accelerating | 57 | 60 | 12 | 19 | 7 | 2 |

Table B18a. Percentages of Third and Sixth Grade Reading Categories Expressing Different Degrees of Affect Toward Teachers, by Sex and Grade.

| | | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | 10-12 | | | | |
| | | 100% N | Strong Positive | Weak Positive | Mixed, None, Other | Negative | 100% N | Strong Positive | Weak Positive | Mixed, None, Other | Negative |
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 57 | 23 | 33 | 37 | 7 | 47 | 23 | 30 | 40 | 6 |
| | Medium | 85 | 32 | 34 | 28 | 6 | 53 | 28 | 40 | 23 | 9 |
| | High | 46 | 48 | 24 | 28 | 0 | 35 | 37 | 26 | 29 | 9 |
| 6th grade scores | Low | 47 | 21 | 38 | 34 | 6 | 39 | 26 | 28 | 36 | 10 |
| | Medium | 85 | 34 | 29 | 32 | 4 | 61 | 30 | 38 | 28 | 5 |
| | High | 56 | 41 | 29 | 25 | 5 | 35 | 31 | 29 | 29 | 11 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 53 | 30 | 24 | 45 | 0 | 58 | 24 | 33 | 33 | 10 |
| | Medium | 80 | 40 | 25 | 30 | 5 | 46 | 37 | 39 | 24 | 0 |
| | High | 70 | 29 | 23 | 41 | 7 | 67 | 33 | 33 | 27 | 7 |
| 6th grade scores | Low | 51 | 31 | 26 | 41 | 2 | 51 | 33 | 26 | 39 | 2 |
| | Medium | 91 | 35 | 28 | 33 | 4 | 67 | 33 | 40 | 19 | 8 |
| | High | 61 | 33 | 18 | 43 | 6 | 53 | 26 | 36 | 28 | 9 |

Table B18b. Percentages of Growth Categories Expressing Different Degrees of Affect Toward Teachers, by Sex and Grade.

| | Grades | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | 10-12 | | | | |
| | 100% N | Strong Positive | Weak Positive | Mixed, None, Other | Negative | 100% N | Strong Positive | Weak Positive | Mixed, None, Other | Negative |
| **BOYS** | 188 | 33 | 31 | 31 | 5 | 135 | 29 | 33 | 30 | 8 |
| Decelerating | 44 | 32 | 39 | 27 | 5 | 34 | 26 | 29 | 32 | 12 |
| Constant | 95 | 30 | 30 | 33 | 5 | 64 | 31 | 33 | 28 | 8 |
| Accelerating | 49 | 39 | 26 | 31 | 4 | 37 | 27 | 35 | 32 | 5 |
| **GIRLS** | 203 | 34 | 24 | 38 | 4 | 170 | 31 | 34 | 28 | 6 |
| Decelerating | 60 | 30 | 32 | 35 | 3 | 57 | 40 | 23 | 35 | 2 |
| Constant | 83 | 39 | 22 | 37 | 4 | 54 | 28 | 46 | 22 | 4 |
| Accelerating | 60 | 30 | 20 | 43 | 7 | 59 | 25 | 34 | 27 | 14 |

Table B19a. Percentages of Third and Sixth Grade Reading Categories Expressing Different Views Regarding Students' "Say" About Rules, by Sex and Grade.

Grades

10-12

|  |  | 100% N | Too Much | About Enough | Not Enough |
|---|---|---|---|---|---|
| **Boys** |  |  |  |  |  |
| 3rd grade scores | Low | 42 | 7 | 57 | 36 |
|  | Medium | 47 | 2 | 64 | 34 |
|  | High | 28 | 7 | 57 | 36 |
| 6th grade scores | Low | 37 | 8 | 51 | 40 |
|  | Medium | 48 | 2 | 67 | 31 |
|  | High | 32 | 6 | 59 | 34 |
| **Girls** |  |  |  |  |  |
| 3rd grade scores | Low | 51 | 4 | 59 | 37 |
|  | Medium | 34 | 3 | 67 | 29 |
|  | High | 60 | 3 | 72 | 25 |
| 6th grade scores | Low | 44 | 2 | 54 | 43 |
|  | Medium | 56 | 4 | 71 | 25 |
|  | High | 45 | 4 | 71 | 24 |

Table B19b. Percentages of Growth Categories Expressing Different Views Regarding Students' "Say" About Rules, by Sex and Grade.

Grades

10-12

| | 100%<br>N | Too Much | About Enough | Not Enough |
|---|---|---|---|---|
| **BOYS** | 117 | 5 | 60 | 35 |
| Decelerating | 32 | 6 | 47 | 47 |
| Constant | 52 | 4 | 65 | 31 |
| Accelerating | 33 | 6 | 64 | 30 |
| **GIRLS** | 144 | 4 | 66 | 31 |
| Decelerating | 52 | 2 | 62 | 36 |
| Constant | 45 | 4 | 67 | 29 |
| Accelerating | 47 | 4 | 72 | 26 |

Table B20a. Percentages of Third and Sixth Grade Reading Categories With Different Perceptions of Commonality of Quitting School, by Sex and Grade.

| | | | | Grades<br>10-12 | | |
|---|---|---|---|---|---|---|
| **Boys** | | 100%<br>N | | Half or More | | About a Quarter, Rare |
| 3rd grade scores | Low | 45 | | 40 | | 60 |
| | Medium | 52 | | 25 | | 75 |
| | High | 31 | | 16 | | 84 |
| 6th grade scores | Low | 39 | | 38 | | 62 |
| | Medium | 55 | | 27 | | 73 |
| | High | 34 | | 18 | | 82 |
| **Girls** | | | | | | |
| 3rd grade scores | Low | 55 | | 56 | | 44 |
| | Medium | 44 | | 41 | | 59 |
| | High | 66 | | 42 | | 58 |
| 6th grade scores | Low | 48 | | 60 | | 40 |
| | Medium | 64 | | 44 | | 56 |
| | High | 53 | | 38 | | 62 |

Table B20b. Percentages of Growth Categories With Different Perceptions of Commonality of Quitting School, by Sex and Grade.

| | Grades 10-12 | | |
|---|---|---|---|
| | 100% N | Half or More | About a Quarter, Rare |
| **BOYS** | 128 | 28 | 72 |
| Decelerating | 33 | 43 | 57 |
| Constant | 59 | 26 | 74 |
| Accelerating | 36 | 19 | 81 |
| **GIRLS** | 164 | 47 | 53 |
| Decelerating | 54 | 56 | 44 |
| Constant | 52 | 42 | 58 |
| Accelerating | 58 | 43 | 57 |

### Table B21a. Percentages of Third and Sixth Grade Reading Categories With Different Perceptions of Commonality of Going to College, by Sex and Grade.

Grades

10-12

|  |  | 100% N | One-Half or More | About a Quarter or Less |
|---|---|---|---|---|
| **Boys** |  |  |  |  |
| 3rd grade scores | Low | 45 | 46 | 54 |
|  | Medium | 52 | 37 | 63 |
|  | High | 31 | 38 | 62 |
| 6th grade scores | Low | 38 | 42 | 58 |
|  | Medium | 56 | 43 | 57 |
|  | High | 34 | 35 | 65 |
| **Girls** |  |  |  |  |
| 3rd grade scores | Low | 54 | 41 | 59 |
|  | Medium | 44 | 37 | 63 |
|  | High | 65 | 44 | 58 |
| 6th grade scores | Low | 46 | 45 | 55 |
|  | Medium | 65 | 41 | 59 |
|  | High | 52 | 37 | 63 |

Table B21b. Percentages of Growth Categories With Different Perceptions of Commonality of Going to College, by Sex and Grade.

Grades

10-12

|  | 100% N | One-Half or More | About a Quarter or Less |
|---|---|---|---|
| **BOYS** | 128 | 40 | 60 |
| Decelerating | 32 | 37 | 63 |
| Constant | 60 | 45 | 55 |
| Accelerating | 36 | 37 | 63 |
| **GIRLS** | 162 | 46 | 54 |
| Decelerating | 53 | 47 | 53 |
| Constant | 51 | 47 | 53 |
| Accelerating | 58 | 32 | 68 |

Table B-22. Percentage of Students, By Growth Category, Taught by Teachers of Different Tenure Status

|  | Tenure Status |  |  |  |
|---|---|---|---|---|
| **Pupil Category** | **Regular** | **Provisional** | **Substitute** | **N** |
| **Boys** |  |  |  |  |
| Decelerating | 24 | 20 | 31 | (41) |
| Constant | 52 | 70 | 49 | (85) |
| Accelerating | 24 | 10 | 20 | (37) |
| Total | 100 | 100 | 100 |  |
| N = | (114) | (10) | (39) | 163 |
| **Girls** |  |  |  |  |
| Decelerating | 29 | 29 | 38 | (60) |
| Constant | 46 | 47 | 47 | (87) |
| Accelerating | 25 | 23 | 15 | (41) |
| Total | 100 | 100 | 100 |  |
| N = | (116) | (17) | (55) | 188 |
| Number of Teachers | 11 | 5 | 6 |  |

Table B-23. Percentage of Students,
By Growth Category, Taught by Teachers
Arranged by Residence

| Pupil Category | Residence |  |  |  |
|---|---|---|---|---|
|  | District | City | Outside of City | N |
| **Boys** |  |  |  |  |
| Decelerating | 13 | 27 | 29 | (41) |
| Constant | 60 | 56 | 40 | (85) |
| Accelerating | 27 | 17 | 31 | (37) |
| Total | 100 | 100 | 100 |  |
| N = | (30) | (88) | (45) | 163 |
| **Girls** |  |  |  |  |
| Decelerating | 44 | 27 | 31 | (60) |
| Constant | 35 | 51 | 45 | (45) |
| Accelerating | 21 | 21 | 24 | (24) |
| Total | 100 | 99 | 100 |  |
| N = | (43) | (103) | (42) | 188 |
| Number of Teachers | 5 | 11 | 6 |  |

### Table B-24. Percentage of Students, By Growth Category, Taught by Negro and White Teachers

| Pupil Category | Race/Color<br>White | <br>Negro | N |
|---|---|---|---|
| **Boys** | | | |
| Decelerating | 29 | 22 | (41) |
| Constant | 45 | 63 | (83) |
| Accelerating | 26 | 15 | (34) |
| Total | 100 | 100 | |
| N = | (93) | (65) | 158 |
| **Girls** | | | |
| Decelerating | 26 | 40 | (58) |
| Constant | 50 | 44 | (85) |
| Accelerating | 24 | 16 | (37) |
| Total | 100 | 100 | |
| N = | (98) | (82) | 180 |
| Number of Teachers | 13 | 9 | |

### Table B-25. Percentage of Students, By Growth Category, Taught by Teachers with Varying Satisfactions and Experience

| Pupil Category | Satisfied Prev. Exp. | Satisfied No Prev. Exp. | Dissatisfied Prev. Exp. | Dissatisfied No Prev. Exp. | Satisfied | Dissatisfied | N |
|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | |
| Decelerating | 32 | 14 | 26 | 44 | 21 | 34 | (41) |
| Constant | 34 | 57 | 52 | 36 | 56 | 45 | (85) |
| Accelerating | 14 | 29 | 22 | 20 | 23 | 21 | (37) |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | |
| N = | (37) | (70) | (31) | (25) | (107) | (56) | 163 |
| **Girls** | | | | | | | |
| Decelerating | 31 | 32 | 29 | 36 | 32 | 32 | (60) |
| Constant | 49 | 47 | 47 | 39 | 48 | 44 | (87) |
| Accelerating | 21 | 21 | 24 | 25 | 21 | 24 | (41) |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | |
| N = | (39) | (87) | (34) | (28) | | | 188 |
| Number of Teachers | 4 | 12 | 3 | 2 | 16 | 5 | 1* |

*No answer or score

Table B-26. Percentage of Students, By Growth Category, Taught by Teachers with High, Medium and Low Formal Educational Emphasis

|  | Formal Educational Emphasis |  |  |  |
|---|---|---|---|---|
| **Pupil Category** | **Low** | **Medium** | **High** | **N** |
| **Boys** |  |  |  |  |
| Decelerating | 28 | 32 | 18 | (41) |
| Constant | 47 | 59 | 57 | (85) |
| Accelerating | 25 | 9 | 25 | (37) |
| Total | 100 | 100 | 100 |  |
| N = | (85) | (22) | (56) | 163 |
| **Girls** |  |  |  |  |
| Decelerating | 35 | 25 | 30 | (60) |
| Constant | 47 | 63 | 41 | (87) |
| Accelerating | 18 | 12 | 29 | (41) |
| Total | 100 | 100 | 100 |  |
| N = | (88) | (24) | (76) | 188 |
| Number of Teachers | 11 | 5 | 6 |  |

Table B-27. Percentage of Students, By Growth Category, Taught by Teachers with High, Medium and Low Pupil-Oriented Educational Emphasis

| Pupil Category | Pupil-Oriented Educational Emphasis | | | |
|---|---|---|---|---|
| | Low | Medium | High | N |
| **Boys** | | | | |
| Decelerating | 24 | 23 | 27 | (41) |
| Constant | 54 | 46 | 56 | (85) |
| Accelerating | 22 | 30 | 17 | (37) |
| Total | 100 | 100 | 100 | |
| N = | (37) | (56) | (70) | 163 |
| **Girls** | | | | |
| Decelerating | 23 | 39 | 32 | (60) |
| Constant | 51 | 40 | 48 | (87) |
| Accelerating | 26 | 21 | 20 | (41) |
| Total | 100 | 100 | 100 | |
| N = | (47) | (57) | (84) | 188 |
| Number of Teachers | 5 | 9 | 8 | |

Table B-28. Percentage of Students,
By Growth Category, Taught by Teachers
With High, Medium and Low Pupil-Oriented
Non-Educational Emphasis

| **Pupil Category** | **Pupil-Oriented Non-Educational Emphasis** | | | |
|---|---|---|---|---|
| **Boys** | **Low** | **Medium** | **High** | **N** |
| Decelerating | 26 | 25 | 17 | (41) |
| Constant | 46 | 57 | 67 | (85) |
| Accelerating | 28 | 18 | 17 | (37) |
| Total | 100 | 100 | 100 | |
| N = | (74) | (83) | (6) | 163 |
| **Girls** | | | | |
| Decelerating | 30 | 32 | 60 | (60) |
| Constant | 42 | 50 | 40 | (87) |
| Accelerating | 28 | 18 | - | (41) |
| Total | 100 | 100 | 100 | |
| N = | (83) | (100) | (5) | 188 |
| Number of Teachers | 9 | 9 | 4 | |

Table B-29. Percentage of Students, By Growth Category, Taught by Teachers With High, Medium and Low Pupil/Teacher Interaction Emphasis

|  | Pupil/Teacher Interaction Emphasis |  |  |  |
|---|---|---|---|---|
| **Pupil Category** | **Low** | **Medium** | **High** | **N** |
| **Boys** |  |  |  |  |
| Decelerating | 29 | 18 | 0 | (41) |
| Constant | 53 | 51 | 0 | (85) |
| Accelerating | 18 | 31 | 0 | (37) |
| Total | 100 | 100 | 100 |  |
| N = | (102) | (61) | (0) | 163 |
| **Girls** |  |  |  |  |
| Decelerating | 35 | 25 | 0 | (60) |
| Constant | 48 | 43 | 0 | (87) |
| Accelerating | 17 | 32 | 0 | (41) |
| Total | 100 | 100 | 100 |  |
| N = | (125) | (63) | (0) | 188 |
| Number of Teachers | 13 | 9 | 0 |  |

Table B-30. Percentage of Students, By Growth Category, Taught by Teachers With Varying Degrees of Desire for Job Autonomy

| | Autonomy | | | |
|---|---|---|---|---|
| **Pupil Category** | Low | Medium | High | N |
| **Boys** | | | | |
| Decelerating | 20 | 26 | 29 | (41) |
| Constant | 47 | 55 | 53 | (85) |
| Accelerating | 33 | 19 | 18 | (37) |
| Total | 100 | 100 | 100 | |
| N = | (45) | (69) | (49) | 162 |
| **Girls** | | | | |
| Decelerating | 37 | 31 | 29 | (60) |
| Constant | 43 | 47 | 48 | (87) |
| Accelerating | 20 | 22 | 23 | (41) |
| Total | 100 | 100 | 100 | |
| N = | (49) | (78) | (61) | 188 |
| Number of Teachers | 5 | 8 | 9 | |

### Table B-31. Percentage of Students, By Growth Category, Taught by Teachers With Varying Degrees of Job-Achievement Orientation

| Pupil Category | Achievement<br>Low | <br>Medium | <br>High | <br>N |
|---|---|---|---|---|
| **Boys** | | | | |
| Decelerating | 18 | 32 | - | (36) |
| Constant | 54 | 50 | 100 | (81) |
| Accelerating | 28 | 18 | - | (36) |
| Total | 100 | 100 | 100 | |
| N = | (90) | (62) | (1) | 153 |
| **Girls** | | | | |
| Decelerating | 32 | 29 | - | (53) |
| Constant | 44 | 50 | 100 | (81) |
| Accelerating | 24 | 21 | - | (39) |
| Total | 100 | 100 | 100 | |
| N = | (106) | (66) | (1) | 173 |
| Number of Teachers | 10 | 8 | 2 | 2* |

*No answer or score

Table B-32. Percentage of Students, By Growth Category, Taught by Teachers With Varying Degrees of Risk-Taking Orientation

| | Risk-Taking Orientation | | | |
|---|---|---|---|---|
| **Pupil Category** | **Low** | **Medium** | **High** | **N** |
| **Boys** | | | | |
| Decelerating | 20 | 20 | 44 | (36) |
| Constant | 47 | 60 | 36 | (80) |
| Accelerating | 33 | 20 | 20 | (36) |
| Total | 100 | 100 | 100 | |
| N = | (45) | (82) | (25) | 152 |
| **Girls** | | | | |
| Decelerating | 37 | 30 | 21 | (53) |
| Constant | 43 | 47 | 54 | (81) |
| Accelerating | 20 | 23 | 25 | (39) |
| Total | 100 | 100 | 100 | |
| N = | (49) | (100) | (24) | 173 |
| Number of Teachers | 5 | 9 | 6 | 2* |

*No answer or score

Table B-33. Percentage of Students, By Growth Category, Taught by Teachers Classified as Pure Nurturer, Frustrated Nurturer, and Other

|  | Educational Philosophy |  |  |  |
|---|---|---|---|---|
| **Pupil Category** | **Pure Nurturer** | **Frustrated Nurturer** | **Other** | **N** |
| **Boys** |  |  |  |  |
| Decelerating | 25 | 28 | 22 | (41) |
| Constant | 55 | 44 | 52 | (85) |
| Accelerating | 20 | 28 | 26 | (37) |
| Total | 100 | 100 | 100 |  |
| N = | (108) | (32) | (23) | 163 |
| **Girls** |  |  |  |  |
| Decelerating | 37 | 24 | 25 | (60) |
| Constant | 46 | 45 | 53 | (87) |
| Accelerating | 17 | 31 | 22 | (36) |
| Total | 100 | 100 | 100 |  |
| N = | (122) | (29) | (32) | 183 |
| Number of Teachers | 13 | 5 | 4 |  |

Table B-34. Percentage of Students, By Growth Category, Taught by Teachers Describing Themselves and Using Different Teaching Styles

|  | Style of Teaching |  |  |  |
|---|---|---|---|---|
| **Pupil Category** | **Diffuser** | **Character Developer** | **Permissive** | **N** |
| **Boys** |  |  |  |  |
| Decelerating | 25 | 24 | 46 | (37) |
| Constant | 50 | 56 | 27 | (70) |
| Accelerating | 25 | 20 | 27 | (33) |
| Total | 100 | 100 | 100 |  |
| N = | (75) | (54) | (11) | 140 |
| **Girls** |  |  |  |  |
| Decelerating | 33 | 31 | 33 | (53) |
| Constant | 50 | 43 | 33 | (75) |
| Accelerating | 17 | 26 | 33 | (37) |
| Total | 100 | 100 | 99 |  |
| N = | (79) | (77) | (9) | 169 |
| Number of Teachers | 11 | 8 | 1 |  |

Table B-35. Percentage of Students, By Growth Category, Taught by Teachers Classified by Varying Tendencies to Blame the 'Educational Establishment' for Educational Ills

|  | The Educational Establishment |  |  |  |
|---|---|---|---|---|
| **Pupil Category** | **Low** | **Medium** | **High** | **N** |
| **Boys** |  |  |  |  |
| Decelerating | 14 | 23 | 35 | (30) |
| Constant | 57 | 57 | 44 | (72) |
| Accelerating | 29 | 20 | 21 | (33) |
| Total | 100 | 100 | 100 |  |
| N = | (62) | (39) | (34) | 135 |
| **Girls** |  |  |  |  |
| Decelerating | 31 | 21 | 44 | (50) |
| Constant | 42 | 53 | 40 | (67) |
| Accelerating | 27 | 26 | 16 | (36) |
| Total | 100 | 100 | 100 |  |
| N = | (74) | (34) | (45) | 153 |
| Number of Teachers | 9 | 7 | 3 | 3* |

*No answer or score

Table B-36. Percentage of Students, By Growth Category, Taught by Teachers Classified as Low and High on Negative Orientations Toward the Teaching Profession

| | The Teaching Profession | | |
|---|---|---|---|
| **Pupil Category** | **Low** | **High** | **N** |
| **Boys** | | | |
| Decelerating | 26 | 24 | (41) |
| Constant | 58 | 47 | (85) |
| Accelerating | 16 | 29 | (37) |
| Total | 100 | 100 | |
| N = | (85) | (78) | 163 |
| **Girls** | | | |
| Decelerating | 32 | 32 | (60) |
| Constant | 48 | 44 | (87) |
| Accelerating | 20 | 24 | (41) |
| Total | 100 | 100 | |
| N = | (106) | (82) | 188 |
| Number of Teachers | 10 | 12 | |

Table B-37. Percentage of Students, By Growth Category, Taught by Teachers Classified as Low, Medium and High on Tendencies to Defend the Teaching Profession

| Pupil Category | Defenders of The Profession | | | N |
|---|---|---|---|---|
| | Low | Medium | High | |
| **Boys** | | | | |
| Decelerating | 29 | - | 23 | (41) |
| Constant | 51 | 100 | 52 | (85) |
| Accelerating | 20 | - | 25 | (37) |
| Total | 100 | 100 | 100 | |
| N = | (69) | (2) | (92) | 163 |
| **Girls** | | | | |
| Decelerating | 29 | 100 | 34 | (60) |
| Constant | 50 | - | 43 | (87) |
| Accelerating | 21 | - | 23 | (41) |
| Total | 100 | 100 | 100 | |
| N = | (77) | (1) | (110) | 188 |
| Number of Teachers | 8 | 2 | 12 | |

Table B-38. Percentage of Students, By Growth Category, Taught by Teachers Classified as Low, Medium and High on Tendencies to Regard Teachers as Under-Supported

| | Feeling of Under-Support or Powerlessness | | | |
|---|---|---|---|---|
| Pupil Category | Low | Medium | High | N |
| **Boys** | | | | |
| Decelerating | 29 | 17 | 22 | (41) |
| Constant | 49 | 66 | 53 | (85) |
| Accelerating | 22 | 17 | 25 | (37) |
| Total | 100 | 100 | 100 | |
| N = | (87) | (12) | (64) | 163 |
| **Girls** | | | | |
| Decelerating | 27 | 64 | 37 | (60) |
| Constant | 50 | 31 | 43 | (87) |
| Accelerating | 23 | 25 | 20 | (41) |
| Total | 100 | 100 | 100 | |
| N = | (101) | (16) | (71) | 188 |
| Number of Teachers | 12 | 1 | 9 | |

Table B-39. Percentage of Students, By Growth Category, Taught by Teachers Classified as Low and High on Professional Commitment

| | Professional Commitment | | |
|---|---|---|---|
| Pupil Category | Low | High | N |
| **Boys** | | | |
| Decelerating | 17 | 43 | (36) |
| Constant | 60 | 32 | (80) |
| Accelerating | 23 | 25 | (36) |
| Total | 100 | 100 | |
| N = | (112) | (40) | 152 |
| **Girls** | | | |
| Decelerating | 28 | 35 | (53) |
| Constant | 47 | 47 | (81) |
| Accelerating | 25 | 18 | (40) |
| Total | 100 | 100 | |
| N = | (114) | (60) | 174 |
| Number of Teachers | 14 | 7 | I* |

*No answer or score

Table B-40. Percentage of Students, By Growth Category, Taught by Teachers Expressing Low and High Feelings of Need for Child-Centered Knowledge

|  | Need for Child-Centered Knowledge |  |  |
|---|---|---|---|
| Pupil Category | Low | High | N |
| **Boys** |  |  |  |
| Decelerating | 23 | 23 | (35) |
| Constant | 53 | 54 | (80) |
| Accelerating | 24 | 23 | (36) |
| Total | 100 | 100 |  |
| N = | (75) | (76) | 151 |
| **Girls** |  |  |  |
| Decelerating | 22 | 38 | (52) |
| Constant | 50 | 44 | (81) |
| Accelerating | 28 | 18 | (40) |
| Total | 100 | 100 |  |
| N = | (90) | (83) | 173 |
| Number of Teachers | 10 | 10 | 2* |

*No answer or score

Table B-41. Percentage of Students, By Growth Category, Taught by Teachers Expressing Low and High Feelings of Need for More Knowledge of Teaching Techniques or Methodology

| Pupil Category | Need for Teaching Technique |  |  |  |
|---|---|---|---|---|
|  | Low | High | DK/Reject | N |
| **Boys** |  |  |  |  |
| Decelerating | - | 24 | 26 | (41) |
| Constant | - | 52 | 53 | (86) |
| Accelerating | - | 24 | 21 | (16) |
| Total | - | 100 | 100 |  |
| N = | - | (76) | (87) | 143 |
| **Girls** |  |  |  |  |
| Decelerating | - | 37 | 28 | (60) |
| Constant | - | 45 | 49 | (86) |
| Accelerating | - | 18 | 25 | (41) |
| Total | - | 100 | 100 |  |
| N = | - | (86) | (101) | 187 |
| Number of Teachers | - | 11 | 11 |  |

Table B-42. Percentage of Students,
By Growth Category, Taught by Teachers
Experiencing Low and High Self-Confidence
with Respect to Child-Centered Knowledge

|  | Self-Confidence: Child-Centered Knowledge |  |  |
|---|---|---|---|
| Pupil Category | Low | High | N |
| Boys |  |  |  |
| Decelerating | 20 | 25 | (35) |
| Constant | 55 | 52 | (80) |
| Accelerating | 25 | 23 | (36) |
| Total | 100 | 100 |  |
| N = | (59) | (92) | 151 |
| Girls |  |  |  |
| Decelerating | 39 | 25 | (52) |
| Constant | 44 | 48 | (81) |
| Accelerating | 17 | 27 | (40) |
| Total | 100 | 100 |  |
| N = | (64) | (109) | 173 |
| Number of Teachers | 7 | 13 | 2* |

*No answer or score

Table B-43. Percentage of Students, by Growth Category, Taught by Teachers Expressing Low and High Self-Confidence with Respect to Technical-Methodological Knowledge.

| | Self-Confidence: Teaching Techniques | | |
|---|---|---|---|
| Pupil Category | Low | High | N |
| Boys | | | |
| Decelerating | 24 | 20 | (18) |
| Constant | 52 | 60 | (39) |
| Accelerating | 24 | 20 | (18) |
| Total | 100 | 100 | |
| N = | (70) | (5) | 75 |
| Girls | | | |
| Decelerating | 38 | 20 | (32) |
| Constant | 43 | 80 | (39) |
| Accelerating | 19 | - | (16) |
| Total | 100 | 100 | |
| N = | (82) | (5) | 87 |
| Number of Teachers | 7 | 4 | 11* |

*No answer or score

Table B-44. Percentage of Students, By Growth Category, Taught by Teachers Classified as High and Low on 'I.Q. Determination'

| Pupil Category | Low | High | N |
|---|---|---|---|
| **Boys** | | | |
| Decelerating | 27 | 21 | (35) |
| Constant | 59 | 48 | (78) |
| Accelerating | 14 | 31 | (35) |
| Total | 100 | 100 | |
| N = | (64) | (84) | 148 |
| **Girls** | | | |
| Decelerating | 33 | 28 | (51) |
| Constant | 54 | 43 | (80) |
| Accelerating | 13 | 29 | (36) |
| Total | 100 | 100 | |
| N = | (82) | (85) | 167 |
| Number of Teachers | 8 | 10 | 4* |

*No answer or score

Table B-45. Percentages of Students, By Growth Category, Taught by Teachers Classified as Low and High on the View That Intelligence is Fixed

|  | Intelligence as Fixed |  |  |
|---|---|---|---|
| **Pupil Category** | **Low** | **High** | **N** |
| **Boys** |  |  |  |
| Decelerating | 29 | 22 | (41) |
| Constant | 55 | 50 | (85) |
| Accelerating | 16 | 28 | (37) |
| Total | 100 | 100 |  |
| N = | (69) | (94) | 163 |
| **Girls** |  |  |  |
| Decelerating | 30 | 53 | (60) |
| Constant | 50 | 44 | (87) |
| Accelerating | 20 | 23 | (41) |
| Total | 100 | 100 |  |
| N = | (74) | (114) | 188 |
| Number of Teachers | 11 | 11 |  |

Table B-46. Percentage of Students,
By Growth Category, Taught by Teachers
Classified as Low and High on Optimism
Regarding Students' Learning Potential

|  | Motivation as Prime Determinant |  |  |
|---|---|---|---|
| Pupil Category | Low | High | N |
| **Boys** |  |  |  |
| Decelerating | 24 | 28 | (41) |
| Constant | 52 | 53 | (85) |
| Accelerating | 24 | 19 | (37) |
| Total | 100 | 100 |  |
| N = | (116) | (47) | 163 |
| **Girls** |  |  |  |
| Decelerating | 28 | 40 | (60) |
| Constant | 48 | 42 | (87) |
| Accelerating | 24 | 18 | (41) |
| Total | 100 | 100 |  |
| N = | (126) | (62) | 188 |
| Number of Teachers | 12 | 10 |  |

Table B-47. Percentage of Students, By Growth Category, Taught by Teachers Classified as Low and High with Respect to Beliefs in the Efficacy of Closer Cognitive Guidance

| Pupil Category | Closer Cognitive Guidance<br>Low | <br>High | <br>N |
|---|---|---|---|
| **Boys** | | | |
| Decelerating | 27 | 19 | (36) |
| Constant | 53 | 49 | (78) |
| Accelerating | 20 | 32 | (36) |
| Total | 100 | 100 | |
| N = | (97) | (53) | 150 |
| **Girls** | | | |
| Decelerating | 31 | 33 | (56) |
| Constant | 50 | 36 | (82) |
| Accelerating | 19 | 31 | (40) |
| Total | 100 | 100 | |
| N = | (123) | (55) | 178 |
| Number of Teachers | 12 | 9 | 1* |

*No answer or score

Table B-48. Percentage of Students, By Growth Category, Taught by Teachers Classified as Low and High with Respect to Belief in the Efficacy of School System Changes

|  | School System Changes |  |  |
|---|---|---|---|
| Pupil Category | Low | High | N |
| **Boys** |  |  |  |
| Decelerating | 24 | 27 | (33) |
| Constant | 61 | 42 | (68) |
| Accelerating | 15 | 31 | (30) |
| Total | 100 | 100 |  |
| N = | (71) | (60) | 131 |
| **Girls** |  |  |  |
| Decelerating | 31 | 44 | (54) |
| Constant | 49 | 44 | (71) |
| Accelerating | 20 | 22 | (33) |
| Total | 100 | 100 |  |
| N = | (94) | (64) | 158 |
| Number of Teachers | 8 | 11 | 3* |

* No answer or score

Table B-49. Percentage of Students, By Growth Category, Taught by Teachers Expressing Low and High Belief in the Efficacy of Personal Counselling

|  | Personal Counselling |  |  |
|---|---|---|---|
| **Pupil Category** | **Low** | **High** | **N** |
| **Boys** |  |  |  |
| Decelerating | 26 | 20 | (46) |
| Constant | 53 | 52 | (80) |
| Accelerating | 21 | 28 | (36) |
| Total | 100 | 100 |  |
| N = | (91) | (61) | 152 |
| **Girls** |  |  |  |
| Decelerating | 30 | 32 | (53) |
| Constant | 49 | 41 | (80) |
| Accelerating | 21 | 27 | (40) |
| Total | 100 | 100 |  |
| N = | (110) | (63) | 173 |
| Number of Teachers | 10 | 10 | 2* |

*No answer or score

Table B-50. Percentage of Students, By Growth Category, Taught by Teachers Expressing Low and High Belief in the Efficacy of Teacher Actions

|  | The Teaching Process |  |  |
|---|---|---|---|
| Pupil Category | Low | High | N |
| **Boys** |  |  |  |
| Decelerating | 27 | 24 | (33) |
| Constant | 51 | 54 | (71) |
| Accelerating | 22 | 22 | (29) |
| Total | 100 | 100 |  |
| N = | (45) | (88) | 133 |
| **Girls** |  |  |  |
| Decelerating | 34 | 37 | (57) |
| Constant | 45 | 44 | (69) |
| Accelerating | 21 | 19 | (31) |
| Total | 100 | 100 |  |
| N = | (58) | (99) | 157 |
| Number of Teachers | 9 | 11 | 2* |

*No answer or score

# Appendix C: Tables for Chapter C, "Peer Relations and Activities and Reading Achievement"

Table Cla. Percentages of Third and Sixth Grade Reading Categories with Close Friends, by Sex and Grade.

| | | Grades | | | | | |
|---|---|---|---|---|---|---|---|
| | | 6-8 | | | 10-12 | | |
| | | 100% N | Close Friends | No Close Friends | 100% N | Close Friends | No Close Friends |
| **BOYS** | | | | | | | |
| 3rd grade scores | Low | 56 | 73 | 27 | 39 | 77 | 23 |
| | Medium | 84 | 57 | 43 | 53 | 70 | 30 |
| | High | 45 | 88 | 22 | 34 | 59 | 41 |
| 6th grade scores | Low | 47 | 58 | 42 | 34 | 71 | 29 |
| | Medium | 82 | 63 | 37 | 58 | 69 | 31 |
| | High | 56 | 80 | 20 | 34 | 68 | 32 |
| **GIRLS** | | | | | | | |
| 3rd grade scores | Low | 52 | 81 | 19 | 51 | 80 | 20 |
| | Medium | 80 | 85 | 15 | 43 | 84 | 16 |
| | High | 68 | 75 | 25 | 62 | 89 | 11 |
| 6th grade scores | Low | 50 | 80 | 20 | 49 | 82 | 18 |
| | Medium | 89 | 82 | 18 | 59 | 81 | 19 |
| | High | 61 | 79 | 21 | 48 | 92 | 8 |

Table C1b. Percentages of Growth Classes with Close Friends, by Sex and Grade.

| | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | |
| | 100% N | Close Friends | No Close Friends | | 100% N | Close Friends | No Close Friends |
| Total | 385 | 74 | 26 | | 282 | 78 | 22 |
| BOYS | 185 | 67 | 33 | | 126 | 69 | 31 |
| Decelerating | 43 | 60 | 40 | | 29 | 76 | 24 |
| Constant | 97 | 67 | 33 | | 60 | 65 | 35 |
| Accelerating | 45 | 73 | 27 | | 37 | 70 | 30 |
| GIRLS | 200 | 80 | 20 | | 156 | 85 | 15 |
| Decelerating | 59 | 78 | 22 | | 54 | 82 | 18 |
| Constant | 83 | 82 | 18 | | 48 | 83 | 17 |
| Accelerating | 58 | 81 | 19 | | 54 | 89 | 11 |

Table C2a. Percentages of Third and Sixth Grade Reading Categories describing Close Friends, by Sex and Grade.*

| | | Grades 6-8 | | | | | | Grades 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Cheerful | Like Me Like a Brother or Sister | Shares, Helpful | Reliable, Honest | Kind, Thoughtful | 100% N | Cheerful | Like Me Like a Brother or Sister | Shares, Helpful | Reliable, Honest | Kind Thoughtful |
| **BOYS** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 41 | 27 | 12 | 46 | 20 | 5 | 30 | 27 | 37 | 23 | 20 | 10 |
| | Medium | 48 | 25 | 10 | 40 | 21 | 15 | 37 | 16 | 37 | 19 | 30 | 35 |
| | High | 35 | 37 | 20 | 46 | 14 | 17 | 20 | 15 | 25 | 25 | 40 | 15 |
| 6th grade scores | Low | 27 | 22 | 8 | 52 | 22 | 7 | 24 | 21 | 21 | 25 | 33 | 21 |
| | Medium | 52 | 31 | 17 | 38 | 14 | 12 | 40 | 22 | 42 | 20 | 25 | 15 |
| | High | 45 | 31 | 14 | 44 | 22 | 16 | 23 | 13 | 35 | 22 | 30 | 35 |
| **GIRLS** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 42 | 43 | 24 | 31 | 36 | 19 | 41 | 27 | 32 | 5 | 22 | 27 |
| | Medium | 68 | 46 | 13 | 36 | 27 | 20 | 36 | 19 | 31 | 28 | 39 | 39 |
| | High | 51 | 54 | 17 | 26 | 38 | 28 | 55 | 22 | 24 | 7 | 51 | 34 |
| 6th grade scores | Low | 40 | 55 | 12 | 42 | 30 | 10 | 40 | 20 | 32 | 12 | 28 | 20 |
| | Medium | 73 | 44 | 21 | 31 | 27 | 27 | 48 | 23 | 33 | 12 | 44 | 38 |
| | High | 48 | 48 | 14 | 24 | 44 | 26 | 44 | 25 | 18 | 11 | 43 | 41 |

* Percentages add to more than 100 because students were permitted to name more than one characteristic.

## Table C2b. Percentages of Growth Classes Describing Close Friends, by Sex and Grade.*

| | Grades 6-8 | | | | | | Grades 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 100% N | Cheerful | Like me like a brother or sister | Shares, helpful | Reliable, honest | Kind, thoughtful | 100% N | Cheerful | Like me like a brother or sister | Shares, helpful | Reliable, honest | Kind, thoughtful |
| **Total** | 285 | 40 | 15 | 37 | 27 | 18 | 219 | 22 | 31 | 16 | 35 | 29 |
| **BOYS** | 124 | 29 | 14 | 44 | 18 | 12 | 87 | 20 | 34 | 22 | 29 | 22 |
| **Decelerating** | 26 | 27 | 16 | 42 | 19 | 8 | 22 | 23 | 18 | 23 | 41 | 18 |
| **Constant** | 65 | 28 | 14 | 43 | 17 | 8 | 39 | 18 | 36 | 20 | 26 | 18 |
| **Accelerating** | 33 | 33 | 12 | 46 | 21 | 24 | 26 | 19 | 46 | 23 | 23 | 31 |
| **GIRLS** | 161 | 48 | 17 | 32 | 33 | 22 | 132 | 23 | 28 | 12 | 39 | 33 |
| **Decelerating** | 46 | 52 | 15 | 41 | 24 | 13 | 44 | 23 | 32 | 9 | 27 | 29 |
| **Constant** | 68 | 47 | 20 | 29 | 27 | 29 | 40 | 18 | 32 | 20 | 40 | 25 |
| **Accelerating** | 47 | 45 | 14 | 26 | 49 | 22 | 48 | 27 | 21 | 8 | 48 | 44 |

* Percentages add to more than 100 because students were permitted to name more than one characteristic.

Table C3a. Percentages of Third and Sixth Grade Reading Categories describing Activities with Close Friend, by Sex and Grade.*

| | | Grades 6-8 | | | | | | | | | Grades 10-12 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Active Sports | Attend Sports Events | Parties Dances | Movies | Visit, eat, Sleep | Help each other, Talk over problems | Shopping | Double date | 100% N | Active Sports | Attend Sports Events | Parties Dances | Movies | Visit, eat, Sleep | Help each other, Talk over problems | Shopping | Double date |
| **BOYS** | | | | | | | | | | | | | | | | | | | |
| 3rd grade scores | Low | 25 | 4 | 0 | 8 | 40 | 8 | 12 | 4 | 0 | 30 | 10 | 80 | 60 | 30 | 7 | 17 | 3 | 10 |
| | Medium | 26 | 15 | 8 | 4 | 35 | 12 | 19 | 4 | 4 | 36 | 11 | 72 | 47 | 31 | 17 | 17 | - | 14 |
| | High | 25 | 0 | 0 | 8 | 54 | 19 | 19 | 4 | 0 | 19 | 16 | 53 | 53 | 26 | 5 | 32 | - | 16 |
| 6th grade scores | Low | 13 | 0 | 0 | 8 | 31 | 0 | 15 | 8 | 8 | 23 | 9 | 83 | 56 | 39 | 13 | 17 | - | 4 |
| | Medium | 35 | 11 | 6 | 6 | 39 | 22 | 11 | 6 | 0 | 40 | 12 | 75 | 52 | 20 | 10 | 17 | 2 | 15 |
| | High | 28 | 4 | 0 | 7 | 54 | 7 | 25 | 0 | 0 | 22 | 14 | 50 | 50 | 36 | 9 | 27 | - | 18 |
| **GIRLS** | | | | | | | | | | | | | | | | | | | |
| 3rd grade scores | Low | 40 | 20 | 2 | 12 | 40 | 30 | 25 | 12 | 2 | 43 | 9 | 16 | 51 | 56 | 21 | 21 | 28 | 5 |
| | Medium | 64 | 14 | 0 | 12 | 41 | 25 | 22 | 16 | 0 | 37 | 11 | 22 | 49 | 40 | 46 | 27 | 30 | 8 |
| | High | 50 | 12 | 0 | 20 | 48 | 46 | 22 | 30 | 0 | 54 | 22 | 20 | 52 | 48 | 44 | 28 | 20 | 11 |
| 6th grade scores | Low | 37 | 16 | 3 | 16 | 30 | 32 | 22 | 24 | 3 | 40 | 10 | 15 | 50 | 48 | 32 | 20 | 35 | 8 |
| | Medium | 69 | 13 | 0 | 10 | 41 | 32 | 25 | 17 | 0 | 51 | 12 | 20 | 49 | 51 | 49 | 22 | 24 | 8 |
| | High | 48 | 17 | 0 | 21 | 56 | 35 | 21 | 19 | 0 | 43 | 23 | 23 | 54 | 46 | 28 | 35 | 19 | 9 |

* See note to Table C2a.

Table C3b. Percentages of Growth Classes Describing Activities with Close Friend, by Sex and Grade.*

| | Grades | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | | | 10-12 | | | | | | | | |
| | 100% N | Active Sports | Attend Sports Events | Parties, Dances | Movies | Visit, Eat, Sleep | Help Each Other, Talk Over Problems | Shopping | 100% N | Active Sports | Attend Sports Events | Parties, Dances | Movies | Visit, Eat, Sleep | Help Each Other, Talk Over Problems | Shopping | Double Date |
| Total | 230 | 12 | 1 | 12 | 43 | 26 | 21 | 14 | 219 | 14 | 39 | 52 | 41 | 27 | 23 | 16 | 10 |
| BOYS | 76 | 6 | 3 | 6 | 43 | 13 | 17 | 4 | 85 | 12 | 71 | 53 | 29 | 11 | 20 | 1 | 13 |
| Decelerating | 15 | 0 | 0 | 6 | 25 | 12 | 12 | 6 | 21 | 14 | 86 | 57 | 38 | 19 | 19 | 0 | 14 |
| Constant | 40 | 10 | 5 | 5 | 42 | 12 | 15 | 5 | 39 | 10 | 69 | 49 | 20 | 10 | 23 | 3 | 10 |
| Accelerating | 21 | 5 | 0 | 10 | 57 | 14 | 24 | 0 | 25 | 12 | 60 | 56 | 36 | 4 | 16 | 0 | 16 |
| GIRLS | 154 | 15 | 1 | 15 | 43 | 33 | 23 | 20 | 134 | 15 | 19 | 51 | 48 | 37 | 25 | 25 | 8 |
| Decelerating | 41 | 12 | 0 | 15 | 24 | 39 | 29 | 34 | 44 | 9 | 18 | 54 | 43 | 45 | 23 | 29 | 9 |
| Constant | 66 | 14 | 2 | 14 | 52 | 32 | 18 | 15 | 42 | 14 | 17 | 52 | 57 | 43 | 17 | 26 | 7 |
| Accelerating | 47 | 19 | 0 | 17 | 47 | 30 | 23 | 13 | 48 | 20 | 23 | 46 | 46 | 25 | 35 | 21 | 8 |

* Percentages add to more than 100 because students were permitted to name more than one activity.

Table C4a. Percentages of Third and Sixth Grade Reading Categories describing Folk Attitudes about Close Friends, by Sex and Grade.

|  |  | Grades 6-8 |  |  |  |  | Grades 10-12 |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 100% N | Strong Approval | Mild Approval | Mild Indifferent | Mild or Strong Disapproval | 100% N | Strong Approval | Mild Approval | Mild Indifferent | Mild or Strong Disapproval |
| **BOYS** |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 39 | 77 | 13 | 11 | 0 | 30 | 70 | 27 | 0 | 3 |
|  | Medium | 46 | 65 | 33 | 2 | 0 | 35 | 51 | 40 | 6 | 3 |
|  | High | 28 | 71 | 25 | 0 | 4 | 19 | 63 | 32 | 5 | 0 |
| 6th grade scores | Low | 24 | 67 | 25 | 8 | 0 | 23 | 70 | 26 | 0 | 4 |
|  | Medium | 46 | 76 | 17 | 6 | 0 | 39 | 56 | 33 | 8 | 3 |
|  | High | 43 | 67 | 30 | 0 | 2 | 22 | 59 | 41 | 0 | 0 |
| **GIRLS** |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 40 | 72 | 25 | 0 | 2 | 43 | 65 | 26 | 5 | 5 |
|  | Medium | 64 | 72 | 27 | 2 | 0 | 36 | 64 | 33 | 0 | 3 |
|  | High | 51 | 61 | 35 | 2 | 0 | 53 | 70 | 23 | 2 | 6 |
| 6th grade scores | Low | 37 | 60 | 38 | 0 | 3 | 40 | 58 | 32 | 5 | 5 |
|  | Medium | 70 | 71 | 26 | 2 | 0 | 50 | 74 | 20 | 2 | 4 |
|  | High | 48 | 71 | 27 | 0 | 0 | 42 | 67 | 29 | 0 | 4 |

Table C4b. Percentages of Growth Classes Describing Folks' Attitude about Close Friends, by Sex and Grade.

| | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 6-8 | | | | 10-12 | | |
| | 100% N | Strong Approval | Mild Approval | | 100% N | Strong Approval | Mild Approval |
| **Total** | 268 | 69 | 27 | | 216 | 64 | 29 |
| **BOYS** | 113 | 71 | 24 | | 84 | 61 | 33 |
| **Decelerating** | 20 | 55 | 35 | | 21 | 71 | 19 |
| **Constant** | 60 | 77 | 18 | | 38 | 55 | 40 |
| **Accelerating** | 33 | 70 | 27 | | 25 | 60 | 36 |
| **GIRLS** | 155 | 68 | 29 | | 132 | 67 | 26 |
| **Decelerating** | 43 | 65 | 33 | | 44 | 68 | 20 |
| **Constant** | 65 | 68 | 29 | | 40 | 60 | 32 |
| **Accelerating** | 47 | 72 | 26 | | 48 | 71 | 27 |

5 meg.

Table C5a. Percentages of Third and Sixth Grade Reading Categories Reporting that Friends had been in Trouble in School, by Sex and Grade.

| | | Grades 6-8 | | Grades 10-12 | |
|---|---|---|---|---|---|
| | | 100% N | Friends had Trouble in School | 100% N | Friends had Trouble in School |
| **BOYS** | | | | | |
| 3rd grade scores | Low | 39 | 51 | 35 | 46 |
| | Medium | 45 | 38 | 40 | 55 |
| | High | 31 | 45 | 27 | 44 |
| 6th grade scores | Low | 28 | 46 | 31 | 55 |
| | Medium | 56 | 41 | 46 | 48 |
| | High | 31 | 48 | 25 | 44 |
| **GIRLS** | | | | | |
| 3rd grade scores | Low | 31 | 55 | 44 | 34 |
| | Medium | 43 | 49 | 30 | 20 |
| | High | 35 | 34 | 50 | 28 |
| 6th grade scores | Low | 28 | 54 | 41 | 32 |
| | Medium | 49 | 41 | 41 | 20 |
| | High | 32 | 47 | 42 | 33 |

Table C5b. Percentages of Growth Classes Reporting that Friends had been in Trouble in School, by Sex and Grade.

| | Grades | | | | |
|---|---|---|---|---|---|
| | 6-8 | | | 10-12 | |
| | 100% N | Friends had Trouble in School | | 100% N | Friends had Trouble in School |
| Total | 224 | 45 | | 226 | 38 |
| BOYS | 115 | 44 | | 102 | 49 |
| Decelerating | 30 | 43 | | 28 | 46 |
| Constant | 46 | 50 | | 51 | 53 |
| Accelerating | 39 | 39 | | 23 | 44 |
| GIRLS | 109 | 46 | | 124 | 28 |
| Decelerating | 34 | 50 | | 42 | 33 |
| Constant | 46 | 44 | | 45 | 16 |
| Accelerating | 29 | 45 | | 37 | 38 |

Table C6a. Percentages of Third and Sixth Grade Reading Categories describing Friends' Trouble in School, by Sex and Grade.*

Grades

| | | 6-8 | | | | | | 10-12 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 100% N | Fighting in School | Argument with Teacher, Truancy, Cut Class | Thrown out | Smoking | Other | 100% N | Fighting in School | Argument with Teacher, Truancy, Cut Class | Thrown out | Smoking | Other |
| **BOYS** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 20 | 40 | 20 | 10 | 0 | 30 | 16 | 6 | 19 | 38 | 19 | 19 |
| | Medium | 17 | 24 | 30 | 18 | 12 | 18 | 22 | 32 | 14 | 27 | 4 | 22 |
| | High | 14 | 29 | 35 | 14 | 0 | 21 | 12 | 50 | 0 | 0 | 0 | 50 |
| 6th grade scores | Low | 13 | 31 | 16 | 15 | 8 | 31 | 17 | 24 | 12 | 35 | 18 | 12 |
| | Medium | 23 | 35 | 26 | 9 | 4 | 26 | 22 | 27 | 18 | 23 | 4 | 27 |
| | High | 15 | 27 | 40 | 20 | 0 | 13 | 11 | 36 | 0 | 9 | 0 | 54 |
| **GIRLS** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 17 | 41 | 0 | 18 | 6 | 35 | 15 | 7 | 53 | 20 | 0 | 20 |
| | Medium | 21 | 10 | 34 | 19 | 14 | 24 | 6 | 17 | 0 | 33 | 0 | 50 |
| | High | 12 | 17 | 16 | 25 | 17 | 24 | 14 | 7 | 21 | 29 | 14 | 28 |
| 6th grade scores | Low | 15 | 20 | 0 | 33 | 0 | 46 | 13 | 8 | 46 | 15 | 0 | 31 |
| | Medium | 20 | 20 | 30 | 10 | 15 | 25 | 8 | 12 | 24 | 25 | 0 | 38 |
| | High | 15 | 27 | 21 | 20 | 20 | 14 | 14 | 7 | 21 | 36 | 14 | 21 |

* Reduced N represents number of students who both (1) report having friends and (2) describe their friends' school-related trouble.

Table C6b. Percentages of Growth Classes Describing Friends' Trouble in School, by Sex and Grade.*

| | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6-8 | | | | | | 10-12 | | | | | |
| | 100% N | Fighting in school | Argument with teacher, truancy, cut class | Thrown out | Smoking | Other | 100% N | Fighting in school | Argument with teacher, truancy, cut class | Thrown out | Smoking | Other |
| **Total** | 101 | 27 | 23 | 17 | 8 | 26 | 85 | 20 | 20 | 25 | 7 | 28 |
| **BOYS** | 51 | 31 | 28 | 14 | 4 | 22 | 50 | 28 | 12 | 24 | 8 | 28 |
| Decelerating | 13 | 23 | 16 | 15 | 8 | 31 | 13 | 31 | 8 | 23 | 15 | 23 |
| Constant | 23 | 44 | 27 | 13 | 4 | 13 | 27 | 26 | 14 | 30 | 7 | 22 |
| Accelerating | 15 | 20 | 40 | 13 | 0 | 27 | 10 | 30 | 10 | 10 | 0 | 50 |
| **GIRLS** | 50 | 22 | 18 | 20 | 12 | 26 | 35 | 9 | 31 | 26 | 6 | 29 |
| Decelerating | 17 | 24 | 6 | 29 | 6 | 30 | 14 | 7 | 43 | 14 | 0 | 35 |
| Constant | 20 | 10 | 35 | 15 | 15 | 25 | 7 | 14 | 14 | 14 | 14 | 43 |
| Accelerating | 13 | 38 | 8 | 15 | 15 | 23 | 14 | 7 | 28 | 43 | 7 | 14 |

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* Reduced N represents number of students who both (1) report having friends and (2) describe their friends' school-related trouble.

Table C7a. Percentages of Third and Sixth Grade Reading Categories Reporting that Friends had been in Trouble out of School, by Sex and Grade.

| | | Grades 6-8 | | | Grades 10-12 | | |
|---|---|---|---|---|---|---|---|
| | | 100% N | Friends in Trouble out of School | Friends not in Trouble out of School | 100% N | Friends in Trouble out of School | Friends not in Trouble out of School |
| **BOYS** | | | | | | | |
| 3rd grade scores | Low | 38 | 55 | 45 | 32 | 47 | 53 |
| | Medium | 48 | 54 | 46 | 41 | 61 | 39 |
| | High | 26 | 38 | 62 | 26 | 54 | 46 |
| 6th grade scores | Low | 32 | 50 | 50 | 31 | 55 | 45 |
| | Medium | 46 | 63 | 37 | 45 | 49 | 51 |
| | High | 34 | 35 | 65 | 23 | 65 | 35 |
| **GIRLS** | | | | | | | |
| 3rd grade scores | Low | 30 | 37 | 63 | 41 | 24 | 76 |
| | Medium | 40 | 22 | 88 | 31 | 13 | 87 |
| | High | 32 | 28 | 72 | 44 | 34 | 66 |
| 6th grade scores | Low | 26 | 38 | 62 | 35 | 29 | 71 |
| | Medium | 51 | 18 | 82 | 49 | 22 | 88 |
| | High | 25 | 40 | 60 | 32 | 41 | 59 |

Table C7b. Percentages of Growth Classes Reporting that Friends had been in Trouble out of School.

|  | Grades 6-8 |  |  | Grades 10-12 |  |  |
|---|---|---|---|---|---|---|
|  | 100% N | Friends in Trouble out of School | Friends not in Trouble out of School | 100% N | Friends in Trouble out of School | Friends not in Trouble out of School |
| Total | 214 | 40 | 60 | 215 | 39 | 61 |
| BOYS | 112 | 51 | 49 | 99 | 55 | 45 |
| Decelerating | 27 | 48 | 52 | 28 | 57 | 43 |
| Constant | 57 | 54 | 46 | 46 | 54 | 46 |
| Accelerating | 28 | 46 | 54 | 25 | 62 | 38 |
| GIRLS | 102 | 28 | 72 | 116 | 25 | 75 |
| Decelerating | 33 | 36 | 64 | 37 | 32 | 68 |
| Constant | 43 | 14 | 86 | 40 | 22 | 88 |
| Accelerating | 26 | 42 | 58 | 39 | 31 | 69 |

Table C8a. Percentages of Third and Sixth Grade Reading Categories Describing Friends' Trouble Out of School, by Sex and Grade.*

|  |  | Grades |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  |  |  |  |  | 10-12 |  |  |  |
|  |  | 100% N | Driving w/out a Registration | Involved in a Fight | Stealing | Car Theft, Breaking and Entering | Ran Away from Home |  | 100% N | Driving w/out a registration | Involved in a Fight | Stealing |
| **BOYS** |  |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 21 | 0 | 19 | 33 | 10 | 0 |  | 15 | 7 | 20 | 60 |
|  | Medium | 26 | 0 | 19 | 35 | 8 | 4 |  | 25 | 0 | 20 | 68 |
|  | High | 10 | 0 | 30 | 40 | 10 | 0 |  | 14 | 7 | 14 | 43 |
| 6th grade scores | Low | 16 | 0 | 12 | 25 | 19 | 6 |  | 17 | 0 | 12 | 65 |
|  | Medium | 29 | 0 | 28 | 38 | 3 | 0 |  | 22 | 9 | 27 | 59 |
|  | High | 12 | 0 | 17 | 42 | 8 | 0 |  | 15 | 0 | 13 | 53 |
| **GIRLS** |  |  |  |  |  |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 11 | 0 | 46 | 27 | 9 | 0 |  | 10 | 0 | 40 | 40 |
|  | Medium | 9 | 11 | 33 | 22 | 0 | 0 |  | 4 | 0 | 25 | 50 |
|  | High | 9 | 0 | 56 | 22 | 0 | 0 |  | 15 | 0 | 27 | 53 |
| 6th grade scores | Low | 10 | 0 | 50 | 10 | 10 | 0 |  | 10 | 0 | 50 | 30 |
|  | Medium | 9 | 11 | 22 | 56 | 0 | 0 |  | 6 | 0 | 17 | 67 |
|  | High | 10 | 0 | 60 | 10 | 0 | 0 |  | 13 | 0 | 23 | 54 |

* The figures represent percentages of respondents naming the indicated characteristics.

Table C8b. Percentages of Growth Classes Describing Friends' Trouble out of School, by Sex and Grade.*

| | Grades 6-8 | | | | | | Grades 10-12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 100% N | Driving Without a Registration | Involved in a Fight | Stealing | Car theft, Breaking and Entering | Ran Away from Home | 100% N | Driving Without a Registration | Involved in a Fight | Stealing |
| **Total** | 86 | 1 | 29 | 31 | 7 | 1 | 83 | 2 | 23 | 55 |
| **BOYS** | 57 | 0 | 21 | 35 | 9 | 2 | 54 | 4 | 18 | 59 |
| **Decelerating** | 13 | 0 | 0 | 38 | 15 | 0 | 16 | 6 | 6 | 62 |
| **Constant** | 31 | 0 | 26 | 32 | 6 | 3 | 25 | 4 | 28 | 60 |
| **Accelerating** | 13 | 0 | 31 | 38 | 8 | 0 | 13 | 0 | 15 | 54 |
| **GIRLS** | 29 | 3 | 45 | 24 | 3 | 0 | 29 | 0 | 31 | 48 |
| **Decelerating** | 12 | 0 | 42 | 17 | 8 | 0 | 12 | 0 | 42 | 50 |
| **Constant** | 6 | 17 | 50 | 33 | 0 | 0 | 5 | 0 | 20 | 60 |
| **Accelerating** | 11 | 0 | 46 | 27 | 0 | 0 | 12 | 0 | 25 | 42 |

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* The figures represent percentages of respondents naming the indicated characteristics.

Table C9a. Percentages of Third and Sixth Grade Reading Categories Reporting Whether or not They go out with Friends, by Sex and Grade.

|  |  | Grades |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
|  |  | 6-8 |  |  | 10-12 |  |  |
|  |  | 100% N | Goes Out with Friends | Do Not Go Out with Friends | 100% N | Goes Out with Friends | Do No Go Out with Friends |
| **BOYS** |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 21 | 72 | 28 | 37 | 86 | 14 |
|  | Medium | 44 | 55 | 45 | 48 | 90 | 10 |
|  | High | 27 | 63 | 37 | 30 | 93 | 7 |
| 6th grade scores | Low | 20 | 60 | 40 | 34 | 91 | 9 |
|  | Medium | 44 | 57 | 43 | 49 | 86 | 14 |
|  | High | 28 | 68 | 32 | 32 | 94 | 6 |
| **GIRLS** |  |  |  |  |  |  |  |
| 3rd grade scores | Low | 30 | 60 | 40 | 46 | 80 | 20 |
|  | Medium | 36 | 50 | 50 | 32 | 84 | 16 |
|  | High | 34 | 62 | 38 | 53 | 77 | 23 |
| 6th grade scores | Low | 21 | 71 | 29 | 42 | 74 | 26 |
|  | Medium | 37 | 60 | 40 | 46 | 87 | 13 |
|  | High | 32 | 63 | 37 | 43 | 79 | 21 |

Table C9b. Percentages of Growth Classes Reporting Whether or Not They go Out with Friends, by Sex and Grade.

| | Grades | | | | | |
|---|---|---|---|---|---|---|
| | 8th | | | 10-12 | | |
| | 100% N | Goes Out with Friends | Does not Go out with Friends | 100% N | Goes Out with Friends | Does not Go out with Friends |
| Total | 192 | 59 | 41 | 246 | 85 | 15 |
| BOYS | 92 | 61 | 39 | 115 | 90 | 10 |
| Decelerating | 23 | 52 | 48 | 27 | 93 | 7 |
| Constant | 54 | 63 | 37 | 54 | 89 | 11 |
| Accelerating | 15 | 67 | 33 | 33 | 88 | 12 |
| GIRLS | 100 | 57 | 43 | 131 | 80 | 20 |
| Decelerating | 28 | 61 | 39 | 50 | 76 | 24 |
| Constant | 46 | 52 | 48 | 31 | 90 | 10 |
| Accelerating | 26 | 62 | 38 | 50 | 78 | 22 |

Table C10a. Percentages of Third and Sixth Grade Reading Categories Reporting the Number of Nights They Go Out with Friends, by Sex and Grade.

| | | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | | 10-12 | | | | | |
| | | 100% N | One | Two | Three | Four to Seven | Other | 100% N | One | Two | Three | Four to Seven | Other |
| **BOYS** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 15 | 7 | 27 | 27 | 33 | 7 | 32 | 9 | 28 | 31 | 31 | 0 |
| | Medium | 24 | 12 | 25 | 8 | 50 | 4 | 43 | 28 | 28 | 19 | 23 | 2 |
| | High | 17 | 18 | 12 | 35 | 36 | 0 | 28 | 21 | 39 | 14 | 14 | 11 |
| 6th grade scores | Low | 12 | 17 | 8 | 0 | 66 | 8 | 31 | 19 | 23 | 19 | 32 | 3 |
| | Medium | 25 | 12 | 28 | 24 | 32 | 4 | 42 | 14 | 38 | 29 | 7 | 0 |
| | High | 19 | 10 | 21 | 32 | 36 | 0 | 30 | 30 | 30 | 13 | 13 | 10 |
| **GIRLS** | | | | | | | | | | | | | |
| 3rd grade scores | Low | 18 | 33 | 33 | 6 | 28 | 0 | 37 | 19 | 40 | 19 | 11 | 11 |
| | Medium | 18 | 22 | 44 | 6 | 17 | 11 | 27 | 37 | 22 | 22 | 4 | 15 |
| | High | 21 | 24 | 57 | 10 | 10 | 0 | 41 | 12 | 42 | 24 | 12 | 10 |
| 6th grade scores | Low | 15 | 27 | 40 | 0 | 34 | 0 | 31 | 29 | 26 | 19 | 13 | 13 |
| | Medium | 22 | 23 | 41 | 9 | 17 | 9 | 40 | 22 | 45 | 15 | 2 | 15 |
| | High | 20 | 30 | 55 | 10 | 5 | 0 | 34 | 12 | 35 | 32 | 14 | 6 |

Table C10b. Percentages of Growth Classes Reporting the Number of Nights They go Out with Friends, by Sex and Grade.

| | Grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 8th | | | | | | 10-12 | | | | | |
| | 100% N | One | Two | Three | Four to Seven | Other | 100% N | One | Two | Three | Four to Seven | Other |
| Total | 113 | 20 | 34 | 14 | 29 | 4 | 208 | 21 | 34 | 22 | 16 | 8 |
| BOYS | 56 | 12 | 21 | 21 | 41 | 4 | 103 | 20 | 31 | 21 | 23 | 4 |
| Decelerating | 12 | 17 | 17 | 0 | 58 | 8 | 25 | 16 | 24 | 24 | 32 | 4 |
| Constant | 34 | 15 | 21 | 26 | 36 | 3 | 49 | 14 | 37 | 26 | 22 | 0 |
| Accelerating | 10 | 0 | 30 | 30 | 40 | 0 | 29 | 34 | 28 | 10 | 16 | 10 |
| GIRLS | 57 | 26 | 46 | 7 | 18 | 4 | 105 | 21 | 36 | 22 | 10 | 11 |
| Decelerating | 17 | 18 | 53 | 0 | 30 | 0 | 38 | 26 | 42 | 13 | 10 | 8 |
| Constant | 24 | 25 | 46 | 4 | 16 | 8 | 28 | 29 | 29 | 21 | 7 | 14 |
| Accelerating | 16 | 38 | 38 | 19 | 6 | 0 | 39 | 10 | 36 | 31 | 11 | 13 |

Table C11a. Percentages of Third and Sixth Grade Reading Categories Reporting that their Friends Visit them in their Home, by Sex and Grade.

| | | Grades 6-8 100% N | Grades 6-8 Yes | Grades 10-12 100% N | Grades 10-12 Yes |
|---|---|---|---|---|---|
| **BOYS** | | | | | |
| 3rd grade scores | Low | 53 | 83 | 38 | 84 |
| | Medium | 72 | 64 | 50 | 56 |
| | High | 40 | 88 | 29 | 79 |
| 6th grade scores | Low | 41 | 73 | 35 | 66 |
| | Medium | 72 | 69 | 52 | 73 |
| | High | 52 | 86 | 30 | 73 |
| **GIRLS** | | | | | |
| 3rd grade scores | Low | 47 | 79 | 47 | 72 |
| | Medium | 72 | 83 | 36 | 75 |
| | High | 64 | 75 | 56 | 73 |
| 6th grade scores | Low | 49 | 84 | 36 | 78 |
| | Medium | 76 | 79 | 57 | 79 |
| | High | 58 | 76 | 46 | 63 |

Table C11b. Percentages of Growth Classes Reporting that Their Friends Visit Them in Their Homes, by Sex and Grade.

| | Grades | | | |
|---|---|---|---|---|
| | 6-8 | | 10-12 | |
| | 100% N | Yes | 100% N | Yes |
| Total | 348 | 78 | 256 | 72 |
| BOYS | 165 | 76 | 117 | 71 |
| Decelerating | 41 | 68 | 31 | 64 |
| Constant | 82 | 76 | 55 | 76 |
| Accelerating | 42 | 83 | 31 | 68 |
| GIRLS | 183 | 79 | 139 | 73 |
| Decelerating | 55 | 76 | 44 | 77 |
| Constant | 74 | 84 | 43 | 72 |
| Accelerating | 54 | 76 | 52 | 71 |

Table C12a. Percentages of Third and Sixth Grade Reading Categories Who Report That Their Parents Encourage Their Friends' Visits, by Sex and Grade

| | | Grades | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 6-8 | | | | | 10-12 | | | |
| | | 100% N | Encourage | Neither Encourage nor Discourage | Discourages or Restrictions | | 100% N | Encourage | Neither Encourage nor Discourage | Discourages or Restrictions |
| **Boys** | | | | | | | | | | |
| 3rd grade scores | Low | 46 | 48 | 28 | 23 | | 35 | 46 | 34 | 20 |
| | Medium | 63 | 49 | 30 | 21 | | 42 | 38 | 40 | 21 |
| | High | 41 | 32 | 29 | 39 | | 33 | 39 | 39 | 21 |
| 6th grade scores | Low | 33 | 48 | 27 | 24 | | 32 | 31 | 53 | 15 |
| | Medium | 66 | 38 | 38 | 24 | | 48 | 46 | 31 | 23 |
| | High | 51 | 49 | 20 | 32 | | 30 | 43 | 33 | 24 |
| **Girls** | | | | | | | | | | |
| 3rd grade scores | Low | 42 | 57 | 14 | 29 | | 40 | 52 | 18 | 30 |
| | Medium | 68 | 57 | 13 | 30 | | 31 | 32 | 32 | 35 |
| | High | 61 | 46 | 21 | 33 | | 49 | 53 | 31 | 16 |
| 6th grade scores | Low | 42 | 67 | 12 | 22 | | 37 | 43 | 19 | 38 |
| | Medium | 75 | 47 | 17 | 36 | | 43 | 51 | 26 | 23 |
| | High | 54 | 52 | 18 | 30 | | 40 | 48 | 35 | 17 |

Table C12b Percentages of Growth Classes Who Report That Their Parents Encourage Their Friends' Visits by Sex and Grade

Grades

| | 6-8 | | | | 10-12 | | | |
|---|---|---|---|---|---|---|---|---|
| | 100% N | Encourage | Neither Encourage nor Discourage | Discourages or Restrictions | 100% N | Encourage | Neither Encourage nor Discourage | Discourages or Restrictions |
| **Total** | 321 | 49 | 22 | 28 | 230 | 44 | 32 | 23 |
| **BOYS** | 150 | 44 | 29 | 26 | 110 | 41 | 38 | 21 |
| **Decelerating** | 34 | 38 | 41 | 21 | 29 | 28 | 59 | 13 |
| **Constant** | 79 | 44 | 27 | 28 | 52 | 44 | 29 | 27 |
| **Accelerating** | 37 | 49 | 24 | 18 | 29 | 48 | 34 | 17 |
| **GIRLS** | 171 | 53 | 16 | 31 | 120 | 48 | 27 | 26 |
| **Decelerating** | 50 | 66 | 14 | 20 | 43 | 40 | 26 | 35 |
| **Constant** | 71 | 39 | 21 | 40 | 33 | 54 | 21 | 24 |
| **Accelerating** | 50 | 60 | 12 | 28 | 44 | 50 | 32 | 17 |

### Table C13a. Percentages of Third and Sixth Grade Reading Categories Reporting Various Ages at Which They Started Dating, by Sex and Grade.

Grades

10-12

| | | 100% N | Twelve | Thirteen | Fourteen | Fifteen | Sixteen | Seventeen | Eighteen |
|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | |
| 3rd grade scores | Low | 26 | 23 | 8 | 35 | 27 | 8 | 0 | 0 |
| | Medium | 43 | 19 | 19 | 46 | 16 | 0 | 0 | 0 |
| | High | 27 | 11 | 15 | 44 | 18 | 11 | 0 | 0 |
| 6th grade scores | Low | 24 | 21 | 12 | 42 | 21 | 4 | 0 | 0 |
| | Medium | 43 | 16 | 14 | 40 | 26 | 5 | 0 | 0 |
| | High | 29 | 17 | 17 | 48 | 10 | 7 | 0 | 0 |
| **Girls** | | | | | | | | | |
| 3rd grade scores | Low | 41 | 7 | 2 | 27 | 24 | 29 | 7 | 2 |
| | Medium | 34 | 3 | 9 | 24 | 50 | 12 | 3 | 0 |
| | High | 49 | 12 | 18 | 20 | 33 | 16 | 0 | 0 |
| 6th grade scores | Low | 40 | 10 | 5 | 18 | 35 | 22 | 8 | 2 |
| | Medium | 45 | 7 | 9 | 31 | 36 | 16 | 2 | 0 |
| | High | 39 | 8 | 18 | 20 | 33 | 20 | 0 | 0 |

Table C13b. Percentages of Growth Classes Reporting Various Ages at Which They Started Dating, by Sex and Grade.

Grades

10-12

| | 100% N | Twelve | Thirteen | Fourteen | Fifteen | Sixteen | Seventeen | Eighteen |
|---|---|---|---|---|---|---|---|---|
| Total | 220 | 12 | 12 | 32 | 28 | 13 | 2 | 1 |
| BOYS | 96 | 18 | 15 | 43 | 20 | 5 | 0 | 0 |
| Decelerating | 22 | 18 | 14 | 41 | 27 | 0 | 0 | 0 |
| Constant | 45 | 18 | 13 | 47 | 18 | 4 | 0 | 0 |
| Accelerating | 29 | 17 | 17 | 38 | 17 | 10 | 0 | 0 |
| GIRLS | 124 | 8 | 10 | 23 | 35 | 19 | 3 | 1 |
| Decelerating | 42 | 12 | 7 | 21 | 33 | 19 | 5 | 2 |
| Constant | 41 | 5 | 12 | 17 | 42 | 20 | 5 | 0 |
| Accelerating | 41 | 7 | 12 | 32 | 29 | 20 | 0 | 0 |

Table C14a. Percentages of Third and Sixth Grade Reading Categories Reporting Liked Characteristics About Their Steady Boy/Girl Friend, by Sex and Grade.*

Grades

10-12

| | | 100% N | Likes what I like | Considerate, courteous, respectful | Doesn't take me for granted | Neat/clean/well-dressed | Knows what he/she wants/independent | Nice personality | Intelligent/ artistic | Active/ involved | Faithful to me |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Boys** | | | | | | | | | | | |
| 3rd grade scores | Low | 9 | 0 | 20 | 0 | 30 | 0 | 40 | 10 | 0 | 20 |
| | Medium | 17 | 6 | 29 | 0 | 12 | 12 | 35 | 0 | 6 | 12 |
| | High | 10 | 10 | 20 | 10 | 10 | 0 | 70 | 20 | 0 | 0 |
| 6th grade scores | Low | 9 | 0 | 30 | 10 | 10 | 0 | 30 | 0 | 0 | 20 |
| | Medium | 19 | 10 | 32 | 0 | 21 | 10 | 42 | 5 | 5 | 10 |
| | High | 8 | 0 | 0 | 0 | 12 | 0 | 75 | 25 | 0 | 0 |
| **Girls** | | | | | | | | | | | |
| 3rd grade scores | Low | 23 | 0 | 52 | 13 | 13 | 4 | 39 | 9 | 4 | 0 |
| | Medium | 19 | 0 | 53 | 10 | 32 | 21 | 47 | 16 | 10 | 5 |
| | High | 31 | 6 | 52 | 13 | 10 | 16 | 29 | 3 | 3 | 3 |
| 6th grade scores | Low | 21 | 0 | 52 | 19 | 24 | 5 | 33 | 10 | 0 | 0 |
| | Medium | 26 | 0 | 42 | 8 | 19 | 12 | 50 | 8 | 12 | 4 |
| | High | 26 | 8 | 62 | 12 | 8 | 23 | 27 | 8 | 4 | 4 |

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*The figures represent percentages of respondents naming the indicated characteristics; heterogenous "other" references are not shown.

Table C14b. Percentages of Growth Classes Reporting Liked Characteristics About Their Steady Boy/Girl Friend, by Sex and Grade.*

Grades

10-12

| | 100% N | Likes what I like | Considerate, courteous, respectful | Doesn't take me for granted | Neat/clean/ well-dressed | Knows what he/ she wants/ independent | Nice personality | Intelligent/ Artistic | Active/ involved | Faithful to me |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 109 | 4 | 43 | 9 | 16 | 11 | 40 | 8 | 4 | 6 |
| BOYS | 36 | 5 | 24 | 3 | 16 | 5 | 46 | 8 | 3 | 11 |
| Decelerating | 8 | 0 | 38 | 12 | 12 | 12 | 38 | 0 | 0 | 12 |
| Constant | 18 | 10 | 16 | 0 | 21 | 5 | 37 | 5 | 5 | 16 |
| Accelerating | 10 | 0 | 30 | 0 | 10 | 0 | 70 | 20 | 0 | 0 |
| GIRLS | 73 | 3 | 52 | 12 | 16 | 14 | 37 | 8 | 6 | 3 |
| Decelerating | 20 | 0 | 55 | 20 | 25 | 5 | 40 | 10 | 5 | 0 |
| Constant | 23 | 0 | 48 | 9 | 17 | 13 | 48 | 13 | 9 | 4 |
| Accelerating | 30 | 7 | 53 | 10 | 10 | 20 | 27 | 3 | 3 | 3 |

*The figures represent percentages of respondents naming the indicated characteristics; heterogenous "other" references are not shown.

Table C15a. Percentages of Third and Sixth Grade Reading Categories Reporting Whether They Go Steady or Play the Field, by Sex and Grade.

Grades

10-12

| | | 100% N | Go Steady | Play the field |
|---|---|---|---|---|
| **Boys** | | | | |
| 3rd grade scores | Low | 27 | 41 | 59 |
| | Medium | 41 | 46 | 54 |
| | High | 27 | 37 | 63 |
| 6th grade scores | Low | 28 | 39 | 61 |
| | Medium | 43 | 49 | 51 |
| | High | 24 | 33 | 67 |
| **Girls** | | | | |
| 3rd grade scores | Low | 40 | 62 | 38 |
| | Medium | 33 | 58 | 42 |
| | High | 49 | 65 | 35 |
| 6th grade scores | Low | 37 | 60 | 40 |
| | Medium | 44 | 59 | 41 |
| | High | 41 | 68 | 32 |

Table C15b. Percentages of Growth Classes Reporting Whether They Go Steady or Play the Field, by Sex and Grade.

Grades

10-12

|  | 100% N | Go Steady | Play the field |
|---|---|---|---|
| Total | 217 | 54 | 46 |
| BOYS | 95 | 42 | 58 |
| Decelerating | 26 | 35 | 65 |
| Constant | 45 | 47 | 53 |
| Accelerating | 24 | 42 | 58 |
| GIRLS | 122 | 62 | 38 |
| Decelerating | 38 | 55 | 45 |
| Constant | 41 | 58 | 42 |
| Accelerating | 43 | 72 | 28 |

Table C16a. Percentages of Third and Sixth Grade Reading Categories Describing Parents' Attitudes About Going Steady, by Sex and Grade.

Grades

10-12

| | | 100% N | Approve Without Reservation | Indifferent, Mixed, Reservations | Disapprove |
|---|---|---|---|---|---|
| **Boys** | | | | | |
| 3rd grade scores | Low | 9 | 22 | 78 | 0 |
| | Medium | 16 | 25 | 74 | 0 |
| | High | 10 | 20 | 60 | 20 |
| 6th grade scores | Low | 10 | 30 | 70 | 0 |
| | Medium | 16 | 12 | 81 | 6 |
| | High | 9 | 33 | 55 | 11 |
| **Girls** | | | | | |
| 3rd grade scores | Low | 19 | 37 | 56 | 5 |
| | Medium | 18 | 28 | 73 | 0 |
| | High | 27 | 26 | 55 | 18 |
| 6th grade scores | Low | 18 | 44 | 45 | 11 |
| | Medium | 22 | 23 | 67 | 9 |
| | High | 24 | 25 | 67 | 8 |

Table C16b. Percentages of Growth Classes Describing Parents' Attitudes About Going Steady, by Sex and Grade.

Grades

10-12

| | 100% N | Approve Without Reservation | Indifferent, Mixed, Reservations | Disapprove |
|---|---|---|---|---|
| Total | 99 | 27 | 64 | 8 |
| BOYS | 35 | 23 | 72 | 6 |
| Decelerating | 8 | 25 | 62 | 12 |
| Constant | 17 | 24 | 71 | 6 |
| Accelerating | 10 | 20 | 80 | 0 |
| GIRLS | 64 | 30 | 60 | 9 |
| Decelerating | 17 | 35 | 48 | 18 |
| Constant | 20 | 30 | 65 | 5 |
| Accelerating | 27 | 26 | 66 | 7 |

Table C17. Do Reading Categories Differ With Respect to Their Perceptions of Their Friends' Values? (How Much It Helps or Hurts in Getting Friends' Approval If One Does Various Things.)

| | | Growth Categories | | | Sixth Grade Reading | | |
|---|---|---|---|---|---|---|---|
| | T | D | C | A | L | M | H |
| Working as hard as possible on school work N=100% | 48<br>(315) | 62<br>(82) | 42<br>(155) | 48<br>(78) | 59<br>(86) | 44<br>(133) | 45<br>(95) |
| Doing as well in school as one can N=100% | 52<br>(319) | 63<br>(86) | 48<br>(153) | 46<br>(80) | 64<br>(88) | 46<br>(136) | 50<br>(94) |
| Being polite and well-behaved in school N=100% | 58<br>(315) | 70<br>(86) | 53<br>(149) | 57<br>(80) | 63<br>(86) | 56<br>(135) | 58<br>(93) |
| Interested in school work N=100% | 49<br>(296) | 57<br>(77) | 46<br>(144) | 47<br>(75) | 54<br>(79) | 49<br>(125) | 46<br>(91) |
| Being hard and tough N=100% | 7<br>(278) | 11<br>(74) | 7<br>(136) | 4<br>(68) | 11<br>(72) | 9<br>(124) | 2<br>(81) |
| Looking for fun N=100% | 21<br>(311) | 31<br>(84) | 22<br>(150) | 18<br>(77) | 19<br>(85) | 23<br>(132) | 21<br>(93) |

Figure = % "Helps a Lot"

Table C18. Do Reading Categories Differ With Respect to How Much They Care Whether Friends Approve Whether They Do Various Things?

| | T | Growth Categories | | | Sixth Grade Reading | | |
|---|---|---|---|---|---|---|---|
| | | D | C | A | L | M | H |
| Working as hard as possible on school work N=100% | 41<br>(305) | 57<br>(72) | 37<br>(155) | 33<br>(78) | 55<br>(86) | 34<br>(133) | 34<br>(95) |
| Doing as well in school as one can N=100% | 41<br>(319) | 48<br>(86) | 41<br>(153) | 34<br>(80) | 53<br>(88) | 37<br>(136) | 36<br>(94) |
| Being polite and well-behaved in school N=100% | 50<br>(315) | 64<br>(86) | 49<br>(149) | 41<br>(80) | 66<br>(86) | 47<br>(135) | 42<br>(93) |
| Interested in school work N=100% | 44<br>(296) | 54<br>(77) | 42<br>(144) | 39<br>(75) | 61<br>(79) | 38<br>(125) | 40<br>(91) |
| Being hard and tough N=100% | 13<br>(281) | 13<br>(74) | 12<br>(136) | 15<br>(71) | 15<br>(72) | 12<br>(124) | 11<br>(83) |
| Looking for fun N=100% | 23<br>(311) | 26<br>(84) | 24<br>(150) | 18<br>(77) | 25<br>(85) | 27<br>(132) | 16<br>(93) |

Figures = % "Care a Lot"

Table C19. Do Reading Categories Differ With Respect to Their Perception of Teacher Values? (How Much It Helps or Hurts in Getting Teachers' Approval If They Do Various Things.)

| | | Growth Categories | | | Sixth Grade Reading | | |
|---|---|---|---|---|---|---|---|
| | T | D | C | A | L | M | H |
| Working as hard as possible on school work N=100% | 77<br>(301) | 72<br>(78) | 76<br>(145) | 83<br>(78) | 77<br>(80) | 71<br>(126) | 84<br>(94) |
| Doing as well in school as one can N=100% | 75<br>(302) | 71<br>(79) | 72<br>(143) | 82<br>(80) | 70<br>(81) | 70<br>(126) | 84<br>(94) |
| Being polite and well-behaved in school N=100% | 77<br>(296) | 78<br>(82) | 73<br>(138) | 81<br>(80) | 72<br>(79) | 74<br>(124) | 84<br>(92) |
| Interested in school work N=100% | 75<br>(286) | 73<br>(75) | 76<br>(135) | 74<br>(76) | 75<br>(73) | 69<br>(121) | 82<br>(91) |
| Being hard and tough N=100% | 12<br>(266) | 11<br>(73) | 12<br>(129) | 9<br>(74) | 13<br>(70) | 13<br>(117) | 8<br>(88) |
| Looking for fun N=100% | 15<br>(297) | 16<br>(75) | 15<br>(144) | 14<br>(78) | 13<br>(79) | 17<br>(124) | 14<br>(93) |

Figures = % "Helps a Lot"

Table C20. Do Reading Categories Differ With Respect to How Much They Care Whether Teacher Approves Whether They Do Various Things?

| | | Growth Categories | | | Sixth Grade Reading | | |
|---|---|---|---|---|---|---|---|
| | T | D | C | A | L | M | H |
| Working as hard as possible on school work N=100% | 77<br>(301) | 77<br>(78) | 75<br>(145) | 79<br>(78) | 75<br>(80) | 74<br>(126) | 82<br>(94) |
| Doing as well in school as one can N=100% | 79<br>(302) | 76<br>(79) | 79<br>(143) | 80<br>(80) | 76<br>(81) | 76<br>(126) | 89<br>(94) |
| Being polite and well-behaved in school N=100% | 83<br>(296) | 83<br>(78) | 83<br>(138) | 82<br>(80) | 85<br>(79) | 81<br>(124) | 84<br>(92) |
| Interested in school work N=100% | 74<br>(286) | 83<br>(75) | 77<br>(135) | 68<br>(76) | 84<br>(73) | 73<br>(121) | 75<br>(91) |
| Being hard and tough N=100% | 26<br>(276) | 23<br>(73) | 27<br>(129) | 26<br>(74) | 24<br>(70) | 26<br>(117) | 25<br>(88) |
| Looking for fun N=100% | 21<br>(297) | 20<br>(75) | 21<br>(144) | 20<br>(78) | 18<br>(79) | 23<br>(124) | 23<br>(93) |

Figures = % "Care a Lot"

Table C21. Do Reading Categories Differ With Respect to Their Reports of Their Own Behavioral Tendencies? (Whether They Engage In Various Activities "Most of the Time.")

| | | Growth Categories | | | Sixth Grade Reading | | |
|---|---|---|---|---|---|---|---|
| | T | D | C | A | L | M | H |
| Working as hard as possible on school work N=100% | 28<br>(315) | 28<br>(82) | 27<br>(155) | 31<br>(78) | 36<br>(86) | 25<br>(133) | 26<br>(95) |
| Doing as well in school as one can N=100% | 26<br>(319) | 29<br>(86) | 23<br>(153) | 29<br>(80) | 25<br>(88) | 27<br>(136) | 27<br>(94) |
| Being polite and well-behaved in school N=100% | 53<br>(315) | 51<br>(86) | 50<br>(149) | 60<br>(80) | 55<br>(86) | 44<br>(135) | 63<br>(93) |
| Interested in school work N=100% | 36<br>(325) | 42<br>(77) | 39<br>(144) | 28<br>(104) | 40<br>(79) | 33<br>(125) | 48<br>(91) |
| Being hard and tough N=100% | 9<br>(281) | 16<br>(74) | 7<br>(136) | 7<br>(71) | 19<br>(72) | 6<br>(124) | 5<br>(83) |
| Looking for fun N=100% | 24<br>(311) | 26<br>(84) | 26<br>(150) | 18<br>(77) | 31<br>(85) | 23<br>(132) | 19<br>(93) |

Figures = % "Most of the Time"

Table C22. Do Reading Categories Differ With Respect to Their Tendencies to Care a Lot About Friends' Approval in Those Areas in Which Doing Things Helps to Gain Approval?

Figures = Percent

**Working As Hard As Possible on School Work**

Growth Category

| Friends' Approval: | Decliners<br>Students: Care a Lot | Decliners<br>Other | Constants<br>Care a Lot | Constants<br>Other | Accelerators<br>Care a Lot | Accelerators<br>Other |
|---|---|---|---|---|---|---|
| Helps a Lot | 66 | 34 | 66 | 34 | 55 | 45 |
| Other | 22 | 88 | 15 | 85 | 12 | 88 |
| | $\epsilon = .44$ | | $\epsilon = .51$ | | $\epsilon = .43$ | |

Sixth Grade Reading

| Friends' Approval: | Lows<br>Students: Care a Lot | Lows<br>Other | Averages<br>Care a Lot | Averages<br>Other | Highs<br>Care a Lot | Highs<br>Other |
|---|---|---|---|---|---|---|
| Helps a Lot | 72 | 28 | 59 | 41 | 60 | 40 |
| Other | 29 | 71 | 13 | 87 | 11 | 89 |
| | $\epsilon = .43$ | | $\epsilon = .46$ | | $\epsilon = .49$ | |

# Appendix D: Tables for Chapter D, "Values, Self-Conceptions, Aspirations"

## LEGEND FOR "D" TABLES

ST = Sample Total
T = Total of sub-population (i.e., Boys or Girls)
D = Decliners
C = Constants
A = Accelerators
L = Low
M = Medium
H = High

x = Inconsistency in percentage differences when compared with adjacent categories

## LEGEND FOR TABLES D1a and D1b

+ = % who "strongly disagree" with the statement
++ = % who "strongly disagree" and "disagree"
# = % who "strongly agree" with the statement
## = % who "strongly agree" and "agree"
+++ = % who "strongly disagree," "disagree," and "agree"

## Table D1a. Self-Concept by Sex and Reading Measures

BOYS

Figures-% "high" on self-concept in each item

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| A. Sense of competency or efficacy | | | | | | | | | | | | | | |
| +Doubt that I'll make it thru school | 63 | 61 | 56 | 61 | 78 | 22 | 52 | 64 | 74 | 22 | 49 | 62 | 80 | 31 |
| #Able to do most things | 35 | 36 | 28 | 35 | 45 | 17 | 36 | 35 | 34 | -2 | 27 | 38 | 38 | 11 |
| +Not proud of the way I do in school | 21 | 18 | 9 | 15 | 26 | 17 | 15 | 11$^x$ | 24 | 9 | 6 | 18 | 22 | 16 |
| B. General self-acceptance | | | | | | | | | | | | | | |
| ##Feel good toward self | 78 | 77 | 65 | 75 | 87 | 22 | 71 | 77 | 75 | 4 | 67 | 73 | 76 | 9 |
| #Satisfied with self | 18 | 18 | 26 | 17 | 14 | -12 | 18 | 19 | 20 | 2 | 22 | 19 | 15 | -7 |
| ++Times when I'm not much good | 37 | 34 | 31 | 35 | 44 | 13 | 37 | 34 | 35 | -2 | 33 | 36 | 39 | 6 |
| +Wish I were someone else | 44 | 47 | 40 | 49 | 47 | 7 | 45 | 49$^x$ | 43 | -2 | 38 | 49 | 47 | 9 |
| C. Sensitivity to Others Negative Opinions | | | | | | | | | | | | | | |
| +Adults are against me | 17 | 18 | 10 | 19 | 22 | 12 | 12 | 17 | 23 | 11 | 8 | 22$^x$ | 18 | 10 |
| ++Disturbs me when someone laughs | 39 | 32 | 36 | 44 | 45 | 9 | 42 | 44 | 39 | -5 | 40 | 45$^x$ | 37 | -3 |
| ++Bothers me when someone doesn't like me | 55 | 58 | 60 | 57$^x$ | 68 | 8 | 58 | 60 | 62 | 4 | 59 | 57 | 66 | 7 |
| D. Involvement with friends | | | | | | | | | | | | | | |
| +++Important to have friends | 72 | 67 | 61 | 66 | 74 | 13 | 60 | 65 | 76 | 16 | 60 | 67 | 71 | 11 |
| ++Do what my friends do | 66 | 59 | 57 | 53 | 46 | -11 | 57 | 53 | 49 | -8 | 54 | 55 | 48 | -6 |
| ++Depend on friends for a lift | 62 | 57 | 63 | 51 | 51 | -12 | 63 | 55 | 43 | -20 | 67 | 52 | 45 | -18 |

A > D=10/13

H > L=6/9

H > L=9/13

## Table D1b. Self-Concept by Sex and Reading Measures

GIRLS

Figures-% "high" on self-concept in each item

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **A. Sense of competence or efficacy** | | | | | | | | | | | | | |
| +Doubt that I'll make it thru school | 65 | 54 | 61 | 86 | 32 | 49 | 70 | 77 | 28 | 52 | 65 | 78 | 26 |
| #Able to do most things | 34 | 22 | 35 | 35 | 13 | 25 | 31 | 38 | 13 | 21 | 35 | 37 | 16 |
| +Not proud of the way I do in school | 24 | 13 | 23 | 31 | 18 | 15 | 25 | 26 | 11 | 11 | 25 | 30 | 19 |
| **B. General self-acceptance** | | | | | | | | | | | | | |
| ##Feel good toward self | 79 | 74 | 78 | 84 | 10 | 77 | 77 | 81 | 4 | 78 | 74$^x$ | 85 | 7 |
| #Satisfied with self | 19 | 20 | 18 | 16 | -4 | 18 | 19 | 18 | 0 | 21 | 18 | 15 | -6 |
| ++Times when I'm not much good | 40 | 36 | 42$^x$ | 39 | 3 | 39 | 41 | 38 | -1 | 40 | 43$^x$ | 33 | -7 |
| +Wish I were someone else | 43 | 37 | 46 | 50 | 13 | 37 | 47 | 49 | 12 | 34 | 48 | 49 | 15 |
| **C. Sensitivity to Others' Negative Opinions** | | | | | | | | | | | | | |
| +Adults are against me | 16 | 12 | 18 | 20 | 8 | 16 | 18 | 17 | 1 | 16 | 17 | 16 | 0 |
| ++Disturbs me when someone laughs | 37 | 32 | 41 | 47 | 15 | 37 | 40 | 42 | 5 | 33 | 44$^x$ | 41 | 8 |
| ++Bothers me when someone doesn't like me | 54 | 52 | 60$^x$ | 48 | -4 | 57 | 58 | 47 | -10 | 54 | 61$^x$ | 46 | -8 |
| **D. Involvement with friends** | | | | | | | | | | | | | |
| +++Important to have friends | 76 | 74 | 72 | 80 | 6 | 79 | 71$^x$ | 76 | -3 | 72 | 77 | 75 | 3 |
| ++Do what my friends do | 71 | 69 | 67 | 68 | -1 | 68 | 68 | 68 | 0 | 67 | 67 | 70 | 3 |
| ++Depend on friends for a lift | 66 | 63 | 66$^x$ | 63 | 0 | 71 | 65 | 57 | -14 | 70 | 64 | 60 | -10 |

A > D=9/11 H > L=6/9 H > L-8/12

## Table D2a. Self-Concept of Ability by Sex and Reading Measures

Figures=% "high" on self-concept of ability

BOYS

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Compared with close friends, own ability is "the best," or "above average" | 30 | 32 | 27 | 30 | 49 | 22 | 28 | 30 | 43 | 15 | 25 | 32 | 42 | 17 |
| Compared with class in school, own ability is "the best" or "above average" | 28 | 29 | 31 | 26$^{x}$ | 42 | 11 | 26 | 29 | 39 | 13 | 32 | 27$^{x}$ | 37 | 5 |
| Rank in high school is "the best" or "above average" | 27 | 28 | 26 | 23$^{x}$ | 39 | 13 | 23 | 25 | 35 | 12 | 25 | 24 | 36 | 11 |
| "Yes, definitely," has ability to complete college | 18 | 20 | 12 | 17 | 30 | 18 | 16 | 18 | 19 | 3 | 10 | 19 | 25 | 15 |
| Rank in college class is "among the best," "above average," or "average" | 84 | 81 | 72 | 82 | 87 | 15 | 85 | 76$^{x}$ | 81 | -4 | 75 | 82 | 83 | 8 |
| "Very likely" or "somewhat likely" to complete advanced education | 48 | 46 | 38 | 46 | 53 | 15 | 37 | 46 | 53 | 16 | 31 | 44 | 63 | 32 |
| Work is "excellent" or "good" | 45 | 42 | 30 | 43 | 60 | 30 | 41 | 42 | 45 | 4 | 32 | 43 | 54 | 22 |
| Could get "A's" | 36 | 33 | 20 | 32 | 52 | 32 | 28 | 28 | 44 | 16 | 18 | 33 | 47 | 29 |
| | | | A>D=8/8 | | | | H>L=7/8 | | | | H>L=8/8 | | | |
| Score | 48 | 47 | 39 | 43 | 60 | 21 | 41 | 46 | 56 | 15 | 35 | 44 | 66 | 31 |

## Table D2b. Self-Concept of Ability by Sex and Reading Measures

Figures=% "high" on self-concept of ability

GIRLS

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Compared with close friends, own ability is "the best," or "above average" | 29 | 25 | 28 | 32 | 7 | 25 | 25 | 38 | 13 | 24 | 29 | 30 | 6 |
| Compared with class in school, own ability is "the best" or "above average" | 28 | 24 | 25 | 35 | 11 | 23 | 31$^x$ | 26 | 3 | 22 | 29 | 29 | 7 |
| Rank in high school is "the best" or "above average" | 26 | 23 | 22 | 36 | 13 | 24 | 25 | 29 | 5 | 21 | 28 | 29 | 8 |
| "Yes, definitely," has ability to complete college | 17 | 11 | 15 | 23 | 12 | 5 | 19 | 24 | 19 | 8 | 13 | 27 | 19 |
| Rank in college class is "among the best," "above average," or "average" | 86 | 81 | 85 | 91 | 10 | 85 | 82$^x$ | 90 | 5 | 77 | 87 | 90 | 13 |
| "Very likely" or "somewhat likely" to complete advanced education | 49 | 47 | 48 | 47 | 0 | 41 | 48 | 52 | 11 | 41 | 50 | 50 | 9 |
| Work is "excellent" or "good" | 48 | 36 | 49 | 57 | 21 | 39 | 47 | 55 | 16 | 34 | 49 | 56 | 22 |
| Could get "A's" | 38 | 30 | 35 | 54 | 24 | 30 | 37 | 49 | 19 | 29 | 34 | 53 | 24 |
| | | A> D=7/7 | | | | H> L=8/8 | | | | H>L=8/8 | | | |
| Score | 50 | 43 | 49 | 61 | 18 | 45 | 44 | 62 | 17 | 40 | 52 | 59 | 19 |

## Table D3. Anomia by Sex and Reading Measures

Figures=% "high" on anomia -- those
who "strongly agree" and
"agree" with each statement

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| QUESTION: | ST | T | D | C | A | D-A | L | M | H | L-H | L | M | H | L-H |
| **BOYS** | | | | | | | | | | | | | | |
| A- Public officials | 32 | 34 | 42 | 40 | 23 | 21 | 45 | 37 | 27 | 18 | 43 | 40 | 23 | 20 |
| B- Live for today | 52 | 48 | 70 | 53 | 28 | 42 | 63 | 51 | 13 | 20 | 68 | 54 | 33 | 35 |
| C- Average man | 48 | 41 | 49 | 45 | 35 | 14 | 47 | 46 | 38 | 9 | 53 | 42 | 38 | 15 |
| D- Children | 35 | 30 | 50 | 36 | 13 | 37 | 38 | 36 | 29 | 9 | 53 | 33 | 17 | 36 |
| E- Count on | 75 | 70 | 74 | 72 | 69 | 5 | 73 | 70$^{x}$ | 73 | 0 | 77 | 69 | 71 | 6 |
| | | | D>A=5/5 | | | | L>H=4/4 | | | | L>H=5/5 | | | |
| Score ("High"=3-5) | 45 | 40 | 58 | 45 | 23 | 35 | 50 | 43 | 41 | 9 | 58 | 44 | 30 | 28 |
| **GIRLS** | | | | | | | | | | | | | | |
| A- Public officials | | 30 | 32 | 39$^{x}$ | 27 | 5 | 37 | 32 | 32 | 5 | 33 | 39$^{x}$ | 28 | 5 |
| B- Live for today | | 54 | 56 | 54 | 42 | 14 | 53 | 58$^{x}$ | 13 | 10 | 60 | 56 | 39 | 21 |
| C- Average man | | 52 | 54 | 53 | 47 | 7 | 54 | 53 | 48 | 6 | 57 | 51 | 48 | 9 |
| D- Children | | 37 | 40 | 38 | 26 | 14 | 40 | 37 | 28 | 12 | 43 | 37 | 26 | 17 |
| E- Count on | | 79 | 79 | 81 | 71 | 8 | 82 | 81 | 69 | 13 | 82 | 81 | 69 | 13 |
| | | | D>A=5/5 | | | | L>H=5/5 | | | | L>H=5/5 | | | |
| Score | | 49 | 47 | 54$^{x}$ | 38 | 9 | 54 | 49 | 39 | 15 | 53 | 54 | 35 | 18 |

Table D4a. Alienation: Political and Economic Normlessness by Sex and Reading Measures

Figures=% "alienated" (who say the statements are "almost always" or "often true")

BOYS

| % WHO SAY THE FOLLOWING ARE NECESSARY: | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | D-A | L | M | H | L-H | L | M | H | L-H |
| Apple Polishing | 61 | 66 | 60 | 58 | 83 | -23 | 57 | 64 | 71 | -14 | 45 | 62 | 88 | -43 |
| Make promises | 33 | 40 | 42 | $33^x$ | 50 | -8 | 28 | 38 | 50 | -22 | 42 | $32^x$ | 54 | -8 |
| Influence | 39 | 45 | 45 | 41 | 35 | 10 | 48 | 37 | 38 | 10 | 50 | $37^x$ | 40 | 10 |
| *Success in business easy | 43 | 49 | 53 | 50 | 56 | -3 | 39 | 54 | 63 | -24 | 40 | $57^x$ | 50 | -10 |
| High pressure salesmanship | 68 | 72 | 85 | $62^x$ | 83 | 3 | 61 | $80^x$ | 70 | -9 | 65 | 73 | 79 | -14 |
| Hush up | 58 | 63 | 78 | $50^x$ | 54 | 24 | 67 | 60 | 41 | 26 | 63 | 59 | 48 | 15 |
| Serve special interests | 73 | 69 | 47 | 68 | 75 | -28 | 70 | $61^x$ | 69 | 1 | 47 | 69 | 72 | -25 |
| Picket-line violence | 28 | 25 | 28 | 21 | 17 | 11 | 15 | 22 | 26 | -11 | 25 | $18^x$ | 20 | -5 |
| Exaggerate abilities | 46 | 49 | 68 | 47 | 35 | 33 | 65 | 54 | 25 | 40 | 70 | 52 | 25 | 45 |
| | | | D> A=5/9 | | | | L> H=4/8 | | | | L> H=3/9 | | | |
| Normlessness Score (% High= Scores 5-9) | 54 | 63 | 75 | 58 | 61 | 14 | 50 | $68^x$ | 42 | 8 | 50 | 64 | 67 | -17 |

---

*"Alienated"=those who say "seldom" or "never" true

## Table D4b. Alienation: Political and Economic Normlessness by Sex and Reading Measure

Figures=% "alienated" (who say the statements are "almost always" or "often" true)

GIRLS

| % WHO SAY THE FOLLOWING ARE NECESSARY: | T | Growth Category |  |  |  | 3rd Grade Reading |  |  |  | 6th Grade Reading |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | D | C | A | D-A | L | M | H | L-H | L | M | H | L-H |
| Apple Polishing | 58 | 54 | 60 | 64 | -10 | 66 | 55 | 57 | 9 | 58 | 61$^x$ | 57 | 1 |
| Make promises | 29 | 27 | 26 | 40 | -13 | 36 | 28 | 25 | 11 | 31 | 27 | 32 | -1 |
| Influence | 36 | 42 | 39 | 21 | 21 | 42 | 37 | 25 | 17 | 44 | 37 | 23 | 21 |
| *Success in business easy | 40 | 45 | 37$^x$ | 45 | -1 | 46 | 40 | 39 | 13 | 45 | 43 | 36 | 19 |
| High pressure salesmanship | 66 | 61 | 75$^x$ | 67 | -6 | 69 | 68 | 69 | 0 | 67 | 71$^x$ | 66 | 1 |
| Hush up | 56 | 48 | 53 | 62 | -14 | 56 | 54 | 51 | 5 | 56 | 52 | 55 | 1 |
| Serve special interests | 75 | 67 | 72 | 78 | -11 | 78 | 70 | 67 | 11 | 70 | 76$^x$ | 67 | 3 |
| Picket-line violence | 29 | 33 | 32 | 21 | 12 | 36 | 31 | 20 | 16 | 40 | 35 | 10 | 30 |
| Exaggerate abilities | 45 | 52 | 48 | 28 | 24 | 60 | 48 | 21 | 39 | 59 | 52 | 17 | 42 |
|  |  | D>A-3/8 |  |  |  | L>H=8/8 |  |  |  | L>H=5/5 |  |  |  |
| Normlessness Score | 50 | 52 | 49$^x$ | 54 | -2 | 68 | 48 | 38 | 30 | 60 | 54 | 28 | 32 |

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*"Alienated"=those who say "seldom" or "never" true

## Table D5. Anomia by Normlessness by Reading Measures

| | Growth Category | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | | | Decliners | | | Constants | | | Accelerators | | |
| Anomia: | High | Low | ε* | High | Low | ε | High | Low | ε | High | Low | ε |
| % "high" normlessness: | 49 | 45 | 4 | 47 | 43 | 4 | 42 | 45 | -3 | 62 | 45 | 17 |
| N=100% | (290) | (329) | | (51) | (54) | | (81) | (91) | | (32) | (56) | |

| | 3rd Grade Reading | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Low | | | Medium | | | High | | |
| Anomia: | High | Low | ε | High | Low | ε | High | Low | ε |
| % "high" normlessness: | 49 | 51 | -2 | 50 | 44 | 6 | 50 | 37 | 13 |
| N=100% | (57) | (63) | | (61) | (81) | | (41) | (57) | |

| | 6th Grade Reading | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Low | | | Medium | | | High | | |
| Anomia: | High | Low | ε | High | Low | ε | High | Low | ε |
| % "high" normlessness: | 50 | 41 | 9 | 44 | 55 | -11 | 51 | 33 | 18 |
| N=100% | (52) | (51) | | (75) | (89) | | (37) | (60) | |

*Epsilon: The difference between those who are high on anomia score and high on normlessness and those who are low on anomia and high on normlessness.

## Table D6a. Friends' Feelings About Other People by Sex and Reading Measures

BOYS

Figures=% positive*

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| +Able to get good jobs | 70 | 66 | 71 | 59$^x$ | 70 | -1 | 56 | 73$^x$ | 61 | 5 | 68 | 62 | 62 | -6 |
| +Able to get good grades | 73 | 71 | 81 | 62$^x$ | 73 | -8 | 64 | 78$^x$ | 61 | -3 | 75 | 67 | 65 | -10 |
| ##Good at making a fast buck | 18 | 10 | 8 | 10 | 8 | 0 | 16 | 2$^x$ | 11 | 5 | 4 | 13$^x$ | 3 | -1 |
| ##Willing to try different kicks | 34 | 27 | 28 | 30 | 20 | -8 | 36 | 26 | 20 | -16 | 26 | 36$^x$ | 13 | -13 |
| ##Good at outsmarting the police | 63 | 52 | 40 | 53$^x$ | 42 | 2 | 38 | 52 | 53 | 15 | 30 | 58$^x$ | 41 | 11 |
| ##Good at conning others | 65 | 53 | 38 | 46 | 60 | 22 | 36 | 49 | 58 | 22 | 37 | 44 | 63 | 26 |
| ##Able to do what they want to | 47 | 36 | 33 | 36 | 28 | -5 | 24 | 30 | 50 | 16 | 23 | 36 | 37 | 14 |
| ##Hard and tough | 60 | 43 | 30 | 35 | 52 | 22 | 22 | 39 | 54 | 31 | 20 | 38 | 53 | 33 |
| ##Able to make connections with the rackets | 77 | 67 | 52 | 66 | 80 | 28 | 55 | 63 | 82 | 27 | 48 | 65 | 83 | 35 |
| #Rotten to their parents | 57 | 52 | 71 | 48 | 44 | -27 | 43 | 53 | 59 | 16 | 54 | 53 | 45 | -9 |
| | | | A > D=3/7 | | | | H >L=8/10 | | | | H >L-5/9 | | | |

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*
+ = % who answered "like very much" and "like"
# = % who answered "dislike very much"
## = % who answered "dislike very much" and "dislike"

Table D6b. Friends' Feelings About Other People by Sex and Reading Measures

GIRLS Figures=% positive*

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| +Able to get good jobs | 72 | 62 | 77 | 75 | 13 | 71 | 71 | 73 | 2 | 62 | 76 | 75 | 13 |
| +Able to get good grades | 74 | 71 | 72 | 79 | 8 | 68 | 75 | 77 | 9 | 70 | 73 | 78 | 8 |
| ##Good at making a fast buck | 22 | 29 | $12^x$ | 21 | -8 | 24 | $15^x$ | 21 | -3 | 27 | $13^x$ | 22 | -5 |
| ##Willing to try different kicks | 38 | 34 | $42^x$ | 32 | -2 | 32 | 37 | 42 | 10 | 32 | 36 | 43 | 11 |
| ##Good at outsmarting the police | 69 | 68 | 66 | 67 | -1 | 64 | $70^x$ | 66 | 2 | 70 | 68 | 61 | -9 |
| ##Good at conning others | 72 | 68 | 70 | 70 | 2 | 67 | 68 | 74 | 7 | 64 | 72 | 70 | 6 |
| ##Able to do what they want to | 52 | 64 | 46 | 48 | -16 | 50 | 22 | 19 | -31 | 28 | 29 | 10 | -18 |
| ##Hard and tough | 68 | 70 | $61^x$ | 72 | 2 | 64 | 64 | 74 | 10 | 64 | 66 | 71 | 7 |
| ##Able to make connections with the rackets | 82 | 77 | 81 | 87 | 10 | 78 | 76 | 91 | 13 | 72 | 84 | 85 | 13 |
| #Rotten to their parents | 59 | 57 | $54^x$ | 66 | 9 | 51 | 56 | 69 | 18 | 50 | 57 | 69 | 19 |
| | | A>D=5/6 | | | | H>L=6/8 | | | | H>L=7/10 | | | |

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*
+ = % who answered "like very much" and "like"
# = % who answered "dislike very much"
## = % who answered "dislike very much" and "dislike"

## Table D7a. Belief in the Bill of Rights by Sex and Reading Measures

Figures=% indicating agreement or disagreement with each statement implying belief in the freedoms

### BOYS

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Newspapers print | 36 | 41 | 56 | 45 | 33 | -23 | 56 | 38$^{x}$ | 41 | -15 | 63 | 38 | 40 | -23 |
| Religious belief | 68 | 64 | 56 | 59 | 83 | 27 | 63 | 64 | 65 | 2 | 53 | 65 | 75 | 22 |
| Some public speeches | 47 | 53 | 50 | 46$^{x}$ | 58 | 8 | 40 | 63$^{x}$ | 41 | 1 | 56 | 48 | 48 | -8 |
| Police search | 72 | 71 | 61 | 71 | 71 | 10 | 64 | 76$^{x}$ | 63 | -1 | 72 | 65$^{x}$ | 72 | 0 |
| Criminals allowed lawyer | 62 | 65 | 61 | 48$^{x}$ | 88 | 27 | 63 | 63 | 56 | -7 | 74 | 47$^{x}$ | 76 | 2 |
| Religious groups | 77 | 81 | 83 | 71$^{x}$ | 92 | 9 | 80 | 82 | 74 | -6 | 78 | 80 | 80 | 2 |
| Right to know accuser | 79 | 80 | 78 | 81 | 83 | 5 | 81 | 78$^{x}$ | 85 | 4 | 74 | 82 | 84 | 10 |
| Hold public meetings | 58 | 59 | 53 | 43$^{x}$ | 83 | 30 | 46 | 60 | 59 | 13 | 50 | 50 | 72 | 22 |
| Foreigners same freedoms | 60 | 61 | 65 | 55$^{x}$ | 61 | -4 | 58 | 61$^{x}$ | 56 | -2 | 56 | 59 | 58 | 2 |
| Police hold persons | 73 | 73 | 88 | 69$^{x}$ | 82 | -6 | 76 | 81$^{x}$ | 70 | -6 | 83 | 76 | 71 | -12 |
| Trial by jury | 68 | 70 | 73 | 60$^{x}$ | 82 | 9 | 72 | 70 | 63 | -9 | 73 | 64$^{x}$ | 71 | -2 |
| Government take person's land | 78 | 75 | 71 | 70 | 86 | 15 | 71 | 78$^{x}$ | 73 | 2 | 72 | 72 | 79 | 7 |
| Third degree | 27 | 28 | 35 | 31 | 18 | -17 | 40 | 22$^{x}$ | 26 | -14 | 39 | 29 | 21 | -18 |
| Testify against self | 48 | 53 | 41 | 46 | 77 | 36 | 60 | 49$^{x}$ | 52 | -8 | 56 | 46$^{x}$ | 62 | 6 |
| | | | A> D=10/14 | | | | H> L=2/9 | | | | H> L=5/9 | | | |
| Score: % high (codes 22-28) | 42 | 46 | 44 | 37$^{x}$ | 79 | 35 | 44 | 56$^{x}$ | 41 | -3 | 42 | 46 | 60 | 18 |

Table D7b. Belief in the Bill of Rights by Sex and Reading Measures

Figures=% indicating agreement or disagreement with each statement implying belief in the freedoms

GIRLS

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Newspaper print | 34 | 33 | 32 | 36 | 3 | 37 | 30$^{x}$ | 34 | -3 | 39 | 34 | 27 | -12 |
| Religious belief | 69 | 65 | 61$^{x}$ | 83 | 18 | 62 | 63 | 81 | 19 | 57 | 64 | 84 | 27 |
| Some public speeches | 44 | 52 | 46 | 29 | -23 | 35 | 51$^{x}$ | 42 | 7 | 44 | 44 | 41 | -3 |
| Police search | 73 | 73 | 78$^{x}$ | 74 | 1 | 74 | 76 | 76 | 2 | 75 | 76 | 75 | 0 |
| Criminals allowed lawyer | 60 | 50 | 55 | 69 | 19 | 52 | 57 | 63 | 11 | 46 | 58 | 68 | 22 |
| Religious groups | 76 | 68 | 71 | 81 | 13 | 61 | 74 | 83 | 22 | 60 | 76 | 81 | 21 |
| Right to know accuser | 79 | 73 | 81$^{x}$ | 73 | 0 | 69 | 84$^{x}$ | 76 | 7 | 74 | 78 | 77 | 3 |
| Hold public meetings | 58 | 50 | 58 | 62 | 12 | 61 | 53$^{x}$ | 58 | -3 | 53 | 59 | 57 | 4 |
| Foreigners same freedoms | 60 | 61 | 57$^{x}$ | 64 | 3 | 50 | 71$^{x}$ | 58 | 8 | 52 | 70$^{x}$ | 54 | 2 |
| Police hold persons | 73 | 64 | 71 | 79 | 15 | 62 | 70 | 81 | 19 | 53 | 74 | 84 | 31 |
| Trial by jury | 66 | 62 | 62 | 77 | 15 | 55 | 78$^{x}$ | 63 | 8 | 62 | 65 | 72 | 10 |
| Government take person's land | 80 | 73 | 82 | 86 | 13 | 74 | 83 | 84 | 10 | 71 | 83 | 85 | 14 |
| Third degree | 26 | 27 | 22$^{x}$ | 30 | 3 | 21 | 26 | 30 | 9 | 27 | 18$^{x}$ | 36 | 9 |
| Testify against self | 46 | 36 | 40 | 55 | 19 | 38 | 40 | 52 | 14 | 33 | 38 | 59 | 26 |
| | | A> D=11/12 | | | | H> L=11/13 | | | | H> L=10/12 | | | |
| Score: % high | 40 | 32 | 41 | 57 | 25 | 40 | 48$^{x}$ | 39 | -1 | 34 | 45 | 48 | 14 |

### Table D8. Political Awareness/Knowledge by Sex and Reading Measures

BOYS

Figures-% giving correct answers

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Mayor of city | 20 | 22 | 9 | 19 | 41 | 32 | 12 | 18 | 33 | 21 | 11 | 15 | 44 | 33 |
| Year mayor elected | 32 | 33 | 36 | 31$^{x}$ | 48 | 12 | 34 | 36 | 38 | 4 | 40 | 29$^{x}$ | 44 | 4 |
| Name of previous mayor | 21 | 26 | 22 | 12 | 9 | -13 | 18 | 28 | 44 | 26 | 11 | 29 | 50 | 39 |
| Governor of State | 26 | 25 | 18 | 22 | 52 | 34 | 8 | 31 | 44 | 36 | 9 | 25 | 53 | 42 |
| Year governor elected | 6 | 7 | 9 | 10 | 3 | -6 | 10 | 11 | 2 | -8 | 9 | 11 | 3 | -6 |
| Governor's political party | 42 | 45 | 40 | 45 | 62 | 22 | 42 | 45 | 58 | 16 | 40 | 47 | 56 | 4 |
| Senators and their party (% with any of four parts of answer correct) | 8 | 11 | 4 | 9 | 10 | 6 | 2 | 14$^{x}$ | 5 | 3 | 4 | 9 | 9 | 5 |
| N=100% | (631) | (275) | (45) | (80) | (29) | | (50) | (65) | (39) | | (45) | (75) | (34) | |
| | | | A > D=5/7 | | | | H > L=6/7 | | | | H > L=6/7 | | | |

Table D8. Political Awareness/Knowledge by Sex and Reading Measures, continued.

GIRLS

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **Mayor of city** | 21 | 12 | 12 | 36 | 24 | 14 | 12 | 29 | 15 | 10 | 11 | 34 | 24 |
| **Year mayor elected** | 34 | 30 | 23$^x$ | 39 | 9 | 20 | 32 | 33 | 11 | 28 | 30 | 29 | 1 |
| **Name of previous mayor** | 20 | 23 | 8$^x$ | 23 | 0 | 4 | 16 | 29 | 25 | 9 | 16 | 25 | 16 |
| **Governor of State** | 31 | 22 | 21 | 50 | 27 | 13 | 30 | 41 | 28 | 14 | 23 | 48 | 34 |
| **Year governor elected** | 6 | 3 | 5 | 11 | 8 | 3 | 7 | 7 | 4 | 3 | 6 | 10 | 7 |
| **Governor's political party** | 45 | 33 | 43 | 50 | 17 | 31 | 45 | 47 | 16 | 33 | 40 | 52 | 19 |
| **Senators and their party (any part right)** | 8 | 5 | 8 | 5 | 0 | 3 | 7 | 8 | 5 | 1 | 8 | 7 | 6 |
| N=100% | (356) | (64) | (105) | (56) | | (70) | (83) | (72) | | (69) | (82) | (73) | |
| | | | A > D=5/5 | | | | H > L=7/7 | | | | H > L=6/6 | | |

Table D9a. What is important? By Sex and Reading Measures

Figures=% who indicate "very important"

BOYS

| HOW IMPORTANT IS: | ST | T | Growth Category |  |  |  | 3rd Grade Reading |  |  |  | 6th Grade Reading |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **Indicants of achievement** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Passing courses | 93 | 90 | 89 | 91 | 90 | 1 | 92 | 87x | 92 | 0 | 86 | 92 | 91 | 5 |
| Having a good record | 94 | 90 | 96 | 85x | 90 | -6 | 94 | 82x | 92 | -2 | 91 | 85x | 94 | 3 |
| Getting the most from school | 90 | 88 | 89 | 90 | 86 | -3 | 90 | 90 | 84 | -6 | 86 | 90 | 88 | 2 |
| Going to college | 56 | 60 | 59 | 56x | 69 | 10 | 60 | 60 | 58 | -2 | 59 | 56x | 68 | 9 |
| Having a well-paying job when I'm an adult | 94 | 94 | 98 | 96 | 93 | -5 | 98 | 95 | 95 | -3 | 98 | 96 | 94 | -4 |
| Having a steady job when I'm an adult | 93 | 94 | 98 | 94 | 93 | -5 | 96 | 95 | 92 | -4 | 96 | 96 | 91 | 5 |
|  |  |  | A>D = 1/4 |  |  |  | H>L = 0/3 |  |  |  | H>L = 4/5 |  |  |  |
| **Indicants of affect** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Having teachers think well of me | 70 | 63 | 68 | 56 | 48 | -20 | 58 | 59 | 58 | 0 | 68 | 52 | 59 | -9 |
| Being well-liked by most students | 42 | 41 | 57 | 38 | 38 | -19 | 48 | 46 | 34 | -14 | 57 | 40 | 35 | -22 |
| Getting along with teachers | 71 | 62 | 66 | 49x | 66 | 0 | 58 | 54x | 60 | 2 | 57 | 49x | 74 | 17 |
| Having a happy and satisfying home life when I'm an adult | 94 | 91 | 91 | 95x | 90 | -1 | 92 | 92 | 95 | 3 | 93 | 92 | 94 | 1 |
| Having my parents think well of me | 94 | 90 | 96 | 91x | 97 | 1 | 94 | 90x | 97 | 3 | 98 | 89x | 97 | -1 |
| Having a good time | 34 | 36 | 41 | 36 | 21 | -20 | 44 | 30 | 29 | -15 | 50 | 29 | 26 | -24 |
|  |  |  | A>D = 0/3 |  |  |  | H>L = 2/4 |  |  |  | H>L = 1/4 |  |  |  |

Table D9b. What is Important? By Sex and Reading Measures

Figures=% who indicate "very important"

GIRLS

| HOW IMPORTANT IS: | T | Growth Category |  |  |  | 3rd Grade Reading |  |  |  | 6th Grade Reading |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **Indicants of achievement** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Passing courses | 95 | 97 | 90 | 98 | 1 | 87 | 99$^{x}$ | 96 | 9 | 90 | 95 | 97 | 7 |
| Having a good record | 97 | 97 | 97 | 98 | 1 | 96 | 100$^{x}$ | 96 | 0 | 96 | 99 | 97 | 1 |
| Getting the most from school | 91 | 89 | 92 | 93 | 4 | 94 | 87$^{x}$ | 94 | 0 | 90 | 92 | 93 | 3 |
| Going to college | 52 | 50 | 52 | 48 | -2 | 56 | 43$^{x}$ | 53 | -3 | 54 | 45$^{x}$ | 52 | -2 |
| Having a well-paying job when I'm an adult | 94 | 97 | 95 | 93 | -4 | 96 | 98 | 92 | -4 | 97 | 95 | 93 | -4 |
| Having a steady job when I'm an adult | 93 | 89 | 90 | 98 | 9 | 85 | 94 | 96 | 11 | 88 | 88 | 100 | 12 |
|  |  | A>D = 2/3 |  |  |  | H>L = 2/4 |  |  |  | H>L = 3/4 |  |  |  |
| **Indicants of affect** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Having teachers think well of me | 74 | 76 | 71$^{x}$ | 75 | -1 | 72 | 69$^{x}$ | 81 | 9 | 73 | 72 | 75 | 2 |
| Being well-liked by most students | 42 | 32 | 51$^{x}$ | 41 | 9 | 50 | 42 | 38 | -12 | 45 | 44 | 41 | -4 |
| Getting along with teachers | 78 | 86 | 76 | 77 | -9 | 78 | 76 | 83 | 5 | 79 | 79 | 80 | 1 |
| Having a happy and satisfying home life when I'm an adult | 97 | 100 | 95 | 96 | -4 | 97 | 98 | 96 | 1 | 98 | 96 | 96 | -2 |
| Having my parents think well of me | 96 | 98 | 95$^{x}$ | 98 | 0 | 94 | 99 | 97 | 3 | 97 | 95 | 99 | 2 |
| Having a good time | 32 | 22 | 32$^{x}$ | 29 | 7 | 43 | 28 | 15 | -28 | 34 | 28 | 23 | -11 |
|  |  | A>D = 2/4 |  |  |  | H>L = 4/5 |  |  |  | H>L = 1/2 |  |  |  |

Table D10. Exposure to Mass Media by Sex and Reading Measures

Figures=% who report activity "almost every day"

BOYS

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **HOW OFTEN DO YOU:** | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Read or glance through a newspaper | 59 | 60 | 72 | 63$^{x}$ | 67 | -5 | 71 | 62$^{x}$ | 68 | -3 | 73 | 64 | 64 | -9 |
| Read or glance through a magazine | 21 | 18 | 19 | 19 | 15 | -4 | 17 | 20 | 19 | 2 | 21 | 17 | 19 | 2 |
| Watch television | 71 | 68 | 61 | 75$^{x}$ | 57 | -4 | 67 | 71$^{x}$ | 62 | -5 | 64 | 73$^{x}$ | 59 | -5 |
| Listen to the radio | 71 | 62 | 61 | 65$^{x}$ | 54 | -7 | 58 | 65$^{x}$ | 60 | 2 | 61 | 66$^{x}$ | 53 | -8 |
| | | | A> D=0/4 | | | | H>L=0/2 | | | | H>L=0/3 | | | |

GIRLS

| | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-1 |
| Read or glance through a newspaper | 58 | 48 | 61 | 64 | 16 | 42 | 61 | 70 | 28 | 44 | 59 | 71 | 27 |
| Read or glance through a magazine | 24 | 22 | 25$^{x}$ | 14 | -8 | 29 | 15$^{x}$ | 22 | 7 | 24 | 24 | 17 | -7 |
| Watch television | 72 | 67 | 73 | 86 | 19 | 74 | 74 | 75 | 1 | 62 | 81$^{x}$ | 78 | 16 |
| Listen to the radio | 78 | 67 | 74 | 84 | 17 | 68 | 78 | 78 | 10 | 68 | 72 | 83 | 15 |
| | | A>D=3/4 | | | | H>L=3/3 | | | | H>L=3/4 | | | |

### Table D11a. Attitudes Toward School and Education by Sex and Reading Measures

BOYS

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| What are most of the teachers like in your school? (% "they are good teachers, and pretty sharp") | 66 | 66 | 62 | 69 | 70 | 8 | 59 | 62 | 86 | 27 | 58 | 66 | 81 | 23 |
| N=100% | (505)* | (184) | (24) | (58) | (23) | | (34) | (42) | (29) | | (24) | (53) | (27) | |
| How important is it to have a high school education in order to get a good paying job? (% "absolutely necessary") | 94 | 91 | 90 | 90 | 92 | 2 | 90 | 88 | 94 | 4 | 84 | 92 | 93 | 9 |
| N=100% | (616) | (220) | (30) | (71) | (24) | | (41) | (50) | (34) | | (32) | (63) | (29) | |
| How important is high school education in order to be respected and looked up to? (% "absolutely necessary") | 65 | 67 | 69 | 69 | 68 | -1 | 65 | 69 | 74 | 9 | 69 | $64^{x}$ | 80 | 11 |
| N=100% | (608) | (216) | (29) | (65) | (25) | | (40) | (45) | (34) | | (29) | (59) | (30) | |
| How important is it whether a student is colored or white for how well he makes out in this school? (%="It's not important at all") | 59 | 62 | 62 | 68 | 77 | 15 | 62 | 71 | 69 | 7 | 63 | 64 | 81 | 17 |
| N=100% | (596) | (214) | (29) | (68) | (26) | | (40) | (49) | (35) | | (30) | (61) | (31) | |
| | | | | A>D=2/2 | | | | H>L=4/4 | | | | H>L=4/4 | | |

### Table D11a. Attitudes Toward School and Education by Sex and Reading Measures, continued

BOYS

| | ST | T | Category Growth | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| If you could be remembered here at school for one of these three things, which would you want it to be? | | | | | | | | | | | | | | |
| % brilliant student | | 48 | 47 | 46 | 60 | 13 | 41 | 38 | 69 | 28 | 39 | 48 | 58 | 19 |
| % athletic star | | 42 | 47 | 43 | 28 | -19 | 49 | 50 | 19 | -30 | 55 | 40 | 29 | -26 |
| % most popular | | 10 | 7 | 11 | 12 | 5 | 10 | 10 | 11 | 1 | 6 | 11 | 13 | 7 |
| N=100% | | (217) | (30) | (70) | (25) | | (39) | (50) | (36) | | (31) | (62) | (31) | |

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*The students who answered "none of these" to the questions in this series have been eliminated from the normal base for Form A respondents before percentaging.

## Table D11b. Attitudes Toward School and Education by Sex and Reading Measures

### GIRLS

|  |  | Growth Category |  |  |  | 3rd Grade Reading |  |  |  | 6th Grade Reading |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| What are most of the teachers like in your school? (% "they are good teachers, and pretty sharp") | 67 | 68 | 56$^x$ | 69 | 1 | 56 | 69$^x$ | 61 | 5 | 67 | 61 | 60 | -7 |
| N=100% | (321) | (65) | (88) | (45) |  | (64) | (80) | (54) |  | (61) | (89) | (48) |  |
| How important is it to have a high school education in order to get a good paying job? (% "absolutely necessary") | 96 | 95 | 99 | 97 | 2 | 94 | 96 | 100 | 6 | 92 | 99$^x$ | 96 | 4 |
| N=100% | (396) | (74) | (103) | (61) |  | (78) | (91) | (71) |  | (67) | (105) | (68) |  |
| How important is high school education in order to be respected and looked up to? (% "absolutely necessary") | 64 | 85 | 64 | 60 | -25 | 66 | 63$^x$ | 70 | 4 | 66 | 72$^x$ | 58 | 8 |
| N=100% | (392) | (62) | (102) | (58) |  | (73) | (90) | (69) |  | (64) | (102) | (66) |  |
| How important is it whether a student is colored or white for how well he makes out in this school? (% "It's not important at all") | 57 | 42 | 59 | 66 | 24 | 53 | 54 | 60 | 7 | 48 | 53 | 67 | 19 |
| N=100% | (382) | (69) | (100) | (61) |  | (73) | (90) | (67) |  | (67) | (94) | (69) |  |
|  |  | A> D=1/2 |  |  |  | H > L=4/4 |  |  |  | H > L=3/4 |  |  |  |

### Table D11b. Attitudes Toward School and Education by Sex and Reading Measures, continued

### GIRLS

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| If you could be remembered here at school for one of these three things, which would you want it to be? | | | | | | | | | | | | | |
| % brilliant student | 62 | 51 | 64 | 67 | 16 | 57 | 57 | 71 | 14 | 56 | 59 | 69 | 13 |
| % leader in activities | 19 | 21 | 16 | 16 | -5 | 20 | 19 | 12 | -8 | 14 | 21* | 15 | 1 |
| % most popular | 18 | 28 | 20 | 16 | -12 | 23 | 24 | 18 | -5 | 29 | 20 | 16 | -13 |
| N=100% | (396) | (72) | (103) | (61) | | (75) | (93) | (68) | | (69) | (99) | (68) | |

## Table D12a. Attitudes Toward Education, Family and Religion by Sex and Reading Measures

Figures=% positive toward the dimension*

BOYS

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **EDUCATION** | | | | | | | | | | | | | | |
| #Teachers don't understand | 39 | 35 | 38 | $30^x$ | 56 | 18 | 30 | $42^x$ | 38 | 8 | 35 | 38 | 40 | 5 |
| +Most teachers give fair grades | 67 | 65 | 62 | 67 | 76 | 14 | 66 | $62^x$ | 79 | 13 | 68 | $65^x$ | 72 | 4 |
| #It doesn't pay to work hard in school | 77 | 75 | 70 | 74 | 88 | 18 | 71 | 72 | 88 | 17 | 62 | 75 | 89 | 27 |
| #Most teachers don't respect students | 45 | 42 | 46 | $36^x$ | 44 | -2 | 41 | $37^x$ | 42 | 1 | 35 | 38 | 48 | 13 |
| | | | | A > D=3/3 | | | | H > L=3/3 | | | | H > L=4/4 | | |
| **FAMILY** | | | | | | | | | | | | | | |
| #Married people don't get along | 40 | 40 | 40 | $35^x$ | 54 | 14 | 33 | 44 | 44 | 11 | 33 | 35 | 55 | 22 |
| +Children behave as their parents want | 49 | 48 | 58 | 53 | 40 | -18 | 49 | 47 | 61 | 12 | 52 | 52 | 48 | -4 |
| #Parents don't give children love | 36 | 37 | 18 | 42 | 40 | 22 | 42 | $31^x$ | 41 | -1 | 25 | $42^x$ | 39 | 14 |
| +Marriage and children are one of the best things in life | 51 | 51 | 56 | 55 | 54 | -2 | 42 | $69^x$ | 48 | 6 | 50 | $60^x$ | 52 | 2 |
| | | | | A > D=2/3 | | | | H > L=3/3 | | | | H > L=2/3 | | |
| **RELIGION** | | | | | | | | | | | | | | |
| +You can't get the good things in life without prayer | 58 | 50 | 40 | 51 | 56 | 16 | 45 | 47 | 59 | 14 | 41 | 43 | 68 | 27 |
| +Clergy practice what they preach | 33 | 33 | 29 | 35 | 44 | 15 | 38 | 35 | 34 | -4 | 37 | $33^x$ | 41 | 4 |
| #Religion only on the sabbath | 25 | 25 | 46 | 22 | 20 | -26 | 35 | 24 | 19 | -16 | 41 | $22^x$ | 25 | -16 |
| #Clergy don't understand | 34 | 31 | 35 | $22^x$ | 56 | 21 | 41 | $25^x$ | 40 | 6 | 33 | $29^x$ | 39 | 6 |
| | | | | A > D=3/4 | | | | H > L=2/4 | | | | H > L=3/4 | | |

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* LEGEND:

+ = "agree strongly" and "agree mildly"

# = "disagree strongly" and "disagree mildly"

Table D12b. Attitudes Toward Education, Family and Religion by Sex and Reading Measures

Figures=% positive toward the dimension*

GIRLS

| | Growth Category | | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **EDUCATION** | | | | | | | | | | | | | |
| #Teachers don't understand | 41 | 38 | $33^x$ | 56 | 18 | 39 | 40 | 42 | 3 | 39 | $35^x$ | 50 | 11 |
| +Most teachers give fair grades | 67 | 66 | $55^x$ | 75 | 9 | 61 | $68^x$ | 60 | -1 | 66 | $60^x$ | 65 | -1 |
| #It doesn't pay to work hard in school | 78 | 78 | $71^x$ | 86 | 8 | 68 | 78 | 86 | 18 | 64 | 83 | 83 | 19 |
| # Most teachers don't respect students | 47 | 46 | $38^x$ | 50 | 4 | 35 | 42 | 57 | 22 | 39 | 43 | 48 | 9 |
| | A > D=4/4 | | | | | H > L=3/3 | | | | H > L=3/3 | | | |
| **FAMILY** | | | | | | | | | | | | | |
| #Married people don't get along | 39 | 41 | $38^x$ | 46 | 5 | 30 | 40 | 54 | 24 | 28 | 44 | 51 | 33 |
| +Children behave as their parents want | 50 | 57 | 54 | 38 | -19 | 53 | 54 | 44 | -9 | 58 | 54 | 39 | -19 |
| #Parents don't give children love | 36 | 23 | 35 | 48 | 25 | 30 | 36 | 38 | 8 | 26 | 36 | 41 | 15 |
| +Marriage and children are one of the best things in life | 51 | 32 | 47 | 57 | 25 | 44 | 44 | 48 | 4 | 34 | 50 | 49 | 15 |
| | A > D=3/4 | | | | | H > L=3/4 | | | | H > L=3/4 | | | |
| **RELIGION** | | | | | | | | | | | | | |
| +You can't get the good things in life without prayer | 63 | 55 | 66 | 67 | 12 | 58 | 61 | 72 | 4 | 62 | 60 | 69 | 7 |
| +Clergy practice what they preach | 33 | 33 | $31^x$ | 33 | 0 | 23 | 37 | 36 | 13 | 28 | 32 | 36 | 8 |
| #Religion only on the sabbath | 26 | 26 | 24 | 28 | 2 | 24 | $28^x$ | 23 | -1 | 24 | $28^x$ | 23 | -1 |
| #Clergy don't understand | 36 | 30 | 35 | 35 | 5 | 31 | $37^x$ | 31 | 0 | 35 | $28^x$ | 40 | 5 |
| | A > D=2/2 | | | | | H > L=2/2 | | | | H > L=3/3 | | | |

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* LEGEND:

+ = "agree strongly" and "agree mildly"

# = "disagree strongly" and "disagree mildly"

Table D13. Feelings About Daily Routine by Sex and Reading Measures.

Figures=% who answered "like very much"

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | D-A | L | M | H | L-H | L | M | H | L-H |
| **BOYS** | | | | | | | | | | | | | | |
| Food | 49 | 47 | 61 | 51 | 38 | 23 | 46 | 58$^{x}$ | 44 | 2 | 48 | 53$^{x}$ | 45 | 3 |
| Clothes | 47 | 48 | 54 | 53 | 50 | 4 | 64 | 51 | 41 | 23 | 50 | 59$^{x}$ | 43 | 7 |
| Life | 39 | 38 | 31 | 44$^{x}$ | 31 | 0 | 36 | 41$^{x}$ | 37 | - 1 | 33 | 44$^{x}$ | 32 | 1 |
| School | 35 | 33 | 37 | 30 | 31 | 6 | 28 | 29 | 39 | -11 | 25 | 31 | 36 | -11 |
| Place Live In | 39 | 35 | 48 | 43 | 19 | 29 | 42 | 39 | 36 | 6 | 50 | 40 | 26 | 24 |
| Things To Do | 16 | 20 | 33 | 20 | 15 | 18 | 23 | 22 | 20 | 3 | 32 | 20 | 17 | 15 |
| Middle Atlantic | 25 | 22 | 35 | 20 | 19 | 16 | 24 | 26 | 17 | 7 | 26 | 23 | 19 | 7 |
| Neighborhood | 24 | 24 | 27 | 28 | 15 | 12 | 27 | 27 | 19 | 8 | 22 | 32$^{x}$ | 13 | 9 |
| | | | D > A=7/7 | | | | L > H=5/6 | | | | L > H=6/7 | | | |
| **GIRLS** | | | | | | | | | | | | | | |
| Food | | 50 | 51 | 46 | 45 | 6 | 52 | 47 | 42 | 10 | 50 | 50 | 40 | 10 |
| Clothes | | 46 | 52 | 50 | 40 | 12 | 52 | 48 | 43 | 9 | 47 | 59$^{x}$ | 33 | 14 |
| Life | | 40 | 41 | 44$^{x}$ | 24 | 17 | 41 | 43 | 27 | 14 | 40 | 46$^{x}$ | 24 | 16 |
| School | | 36 | 37 | 33 | 24 | 13 | 29 | 37$^{x}$ | 28 | 1 | 34 | 36 | 24 | 10 |
| Place Live In | | 41 | 46 | 50$^{x}$ | 29 | 17 | 50 | 46 | 33 | 17 | 45 | 54$^{x}$ | 25 | 20 |
| Things To Do | | 14 | 22 | 16 | 8 | 14 | 17 | 15 | 17 | 0 | 20 | 16 | 12 | 8 |
| Middle Atlantic | | 26 | 28 | 31$^{x}$ | 14 | 14 | 23 | 32$^{x}$ | 20 | 3 | 25 | 32$^{x}$ | 16 | 9 |
| Neighborhood | | 25 | 25 | 28$^{x}$ | 13 | 12 | 19 | 29$^{x}$ | 23 | -4 | 21 | 29$^{x}$ | 18 | 3 |
| | | | D > A=8/8 | | | | L > H=5/6 | | | | L > H=8/8 | | | |

Table D14. Educational Aspirations and Expectations by Sex and Reading Measures.

Figures=% who answer "four years of college" and "more than four years of college"

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HOW FAR: | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **BOYS** | | | | | | | | | | | | | | |
| Would you like to go | 43 | 48 | 42 | 46 | 59 | 17 | 46 | $49^{x}$ | 45 | -1 | 40 | 49 | 53 | 13 |
| Do you think you will actually go | 28 | 31 | 19 | 26 | 48 | 29 | 23 | 28 | 35 | 12 | 15 | 26 | 48 | 33 |
| Do your parents want you to go | 58 | 62 | 45 | 65 | 73 | 28 | 57 | 63 | 62 | 5 | 48 | 66 | 66 | 18 |
| Does your best friend plan to go | 27 | 30 | 16 | 27 | 38 | 22 | 24 | 27 | 26 | 2 | 17 | 28 | 32 | 15 |
| | | | A > D=4/4 | | | | H > L=2/2 | | | | H > L=4/4 | | | |
| **GIRLS** | | | | | | | | | | | | | | |
| Would you like to go | | 38 | 43 | 41 | 44 | 1 | 29 | 43 | 54 | 25 | 35 | 38 | 55 | 20 |
| Do you think you will actually go | | 25 | 23 | 29 | 36 | 13 | 19 | 27 | 40 | 21 | 23 | 25 | 40 | 17 |
| Do your parents want you to go | | 55 | 58 | $52^{x}$ | 70 | 12 | 59 | $51^{x}$ | 67 | 8 | 60 | $47^{x}$ | 69 | 9 |
| Does your best friend plan to go | | 25 | 28 | 28 | 26 | -2 | 13 | 31 | 37 | 24 | 24 | 24 | 35 | 11 |
| | | | A > D=2/2 | | | | H > L=4/4 | | | | H > L=4/4 | | | |

### TABLE D15a. EDUCATIONAL ASPIRATIONS BY EXPECTATIONS, AND BEST FRIEND'S EXPECTATIONS
By Sex and Reading Measures

Figures = % who would like to finish four years of college or more; and (1) who also actually think they will; and (2) who think best friend will

BOYS

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| (1) By Expectations N=100% | 76<br>(201) | 77<br>(96) | 70<br>(10) | 74<br>(23) | 81<br>(16) | 11 | 56<br>(18) | 84<br>(19) | 92<br>(12) | 36 | 67<br>(9) | 67<br>(24) | 94<br>(16) | 27 |
| (2) By Best Friend's Plans N=100% | 63<br>(160) | 69<br>(82) | 50<br>(6) | 68<br>(22) | 77<br>(13) | 27 | 79<br>(14) | 56$^{x}$<br>(16) | 73<br>(11) | -6 | 57<br>(7) | 67<br>(21) | 77<br>(13) | 20 |

GIRLS

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| (1) By Expectations N=100% | | 74<br>(105) | 67<br>(18) | 79<br>(34) | 83<br>(23) | 17 | 69<br>(16) | 78<br>(27) | 81<br>(32) | 12 | 61<br>(18) | 86$^{x}$<br>(22) | 80<br>(35) | 19 |
| (2) By Best Friend's Plans N=100% | | 56<br>(78) | 59<br>(17) | 71$^{x}$<br>(24) | 64<br>(14) | 5 | 22<br>(9) | 74<br>(23) | 74<br>(23) | 52 | 50<br>(14) | 69<br>(16) | 72<br>(25) | 22 |

TABLE D15b. EDUCATIONAL EXPECTATIONS BY BEST FRIEND'S PLANS By Sex and Reading Measures

Figures - % who expect fo finish
four years of college or more; and
who think their best friends will

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| BOYS | | | | | | | | | | | | | | |
| N-100% | 66<br>(106) | 73<br>(55) | 60<br>(5) | 75<br>(12) | 80<br>(10) | 20 | 86<br>(7) | $60^x$<br>(10) | 80<br>(10) | -6 | 50<br>(4) | $100^x$<br>(9) | 75<br>(12) | 25 |
| GIRLS | | | | | | | | | | | | | | |
| N-100% | | 59<br>(51) | 50<br>(12) | 61<br>(18) | 67<br>(12) | 16 | 22<br>(9) | 69<br>(13) | 70<br>(20) | 48 | 54<br>(13) | $40^x$<br>(10) | 70<br>(20) | 16 |

TABLE D15c. PARENTAL EXPECTATIONS AND STUDENTS' EXPECTATIONS By Sex and Reading Measures

Figures = % who think their parents want them to finish four years of college or more and those who think they will

BOYS

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| N-100% | 53<br>(280) | 56<br>(127) | 47<br>(15) | 50<br>(36) | 69<br>(16) | 22 | 36<br>(22) | 53<br>(30) | 71<br>(17) | 35 | 33<br>(15) | 46<br>(37) | 82<br>(17) | 49 |

GIRLS

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N-100% | | 51<br>(153) | 43<br>(28) | 56<br>(46) | 61<br>(31) | 17 | 43<br>(30) | 50<br>(36) | 67<br>(39) | 23 | 44<br>(32) | 50<br>(30) | 67<br>(42) | 23 |

## TABLE D15d. BEST FRIEND'S EXPECTATIONS, OWN ASPIRATIONS AND EXPECTATIONS By Sex and Reading Measures

Figures = % who think their best
friends will finish four years of
college or more and those who
(1) would like to do so and
(2) expect to do so

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **BOYS** | | | | | | | | | | | | | | |
| (1) By Self Aspirations<br>N=100% | 65<br>(155) | 76<br>(75) | 50<br>(6) | 79<br>(19) | 91<br>(11) | 41 | 92<br>(12) | $64^{x}$<br>(14) | 80<br>(10) | -12 | 67<br>(6) | 74<br>(19) | 91<br>(11) | 25 |
| (2) By Self Expectations<br>N=100% | 53<br>(132) | 63<br>(63) | 50<br>(6) | 60<br>(15) | 80<br>(10) | 47 | 54<br>(11) | $50^{x}$<br>(12) | 100<br>(8) | 46 | 33<br>(6) | 56<br>(16) | 100<br>(9) | 67 |
| **GIRLS** | | | | | | | | | | | | | | |
| (1) By Self Aspirations<br>N=100% | | 55<br>(80) | 59<br>(17) | 63<br>(27) | 69<br>(13) | 10 | 22<br>(9) | 71<br>(24) | 71<br>(24) | 49 | 39<br>(18) | 58<br>(19) | 74<br>(23) | 35 |
| (2) By Self Expectations<br>N=100% | | 44<br>(69) | 43<br>(14) | 46<br>(24) | 62<br>(13) | 19 | 22<br>(9) | 47<br>(19) | 61<br>(23) | 39 | 47<br>(15) | $31^{x}$<br>(13) | 61<br>(23) | 14 |

## TABLE D16a. THINGS THAT WOULD PREVENT FROM GOING AS FAR IN SCHOOL AS WOULD LIKE TO By Sex and Reading Measures

Figures = % in each category

BOYS

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Will probably go as far as I want | 43 | 39 | 36 | 41 | 59 | 23 | 36 | 42 | 45 | 9 | 36 | 37 | 58 | 22 |
| Have to get a job to earn money to help my family | 10 | 8 | 16 | 6 | 3 | -13 | 18 | 3 | 5 | -13 | 15 | 5 | 6 | -9 |
| Have to get a job to support myself | 8 | 10 | 7 | 9 | 3 | -4 | 8 | 8 | 5 | -3 | 7 | 8 | 6 | -1 |
| Will get married and have children | 4 | 3 | 4 | 5 | 0 | -4 | 2 | 5 | 5 | 3 | 2 | 7 | 0 | -2 |
| Poor grades | 13 | 15 | 13 | 16 | 17 | 4 | 18 | 16 | 13 | -5 | 18 | 16 | 15 | -3 |
| Tired of School | 3 | 4 | 2 | 2 | 7 | 5 | 0 | 5 | 5 | 5 | 0 | 4 | 6 | 6 |
| Other reasons | 8 | 8 | 2 | 6 | 11 | 9 | 4 | 6 | 9 | 5 | 0 | 8 | 9 | 9 |
| No answer/don't know | 11 | 13 | 20 | 15 | 0 | -20 | 14 | 14 | 13 | -1 | 22 | 15 | 0 | -22 |

A>D = 4/8 H>D = 4/7 H>D = 3/6

## TABLE D16b. THINGS THAT WOULD PREVENT FROM GOING AS FAR IN SCHOOL AS WOULD LIKE TO By Sex and Reading Measures

Figures - % in each category

| | GIRLS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
| | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Will probably go as far as I want | 44 | 36 | 42 | 61 | 25 | 43 | 48 | 51 | 7 | 34 | 48 | 55 | 21 |
| Have to get a job to earn money to help my family | 11 | 8 | $14^{x}$ | 9 | 1 | 10 | 11 | 11 | 1 | 9 | 12 | 11 | 2 |
| Have to get a job to support myself | 7 | 8 | 3 | 2 | -6 | 3 | 4 | 6 | 3 | 6 | 4 | 3 | -3 |
| Will get married and have children | 6 | 0 | 4 | 11 | 11 | 6 | 5 | 3 | -3 | 0 | 4 | 10 | 10 |
| Poor grades | 11 | 22 | 14 | 4 | -18 | 14 | 12 | 12 | -2 | 19 | 15 | 5 | -14 |
| Tired of school | 2 | 2 | 4 | 0 | -2 | 3 | 2 | 1 | -2 | 4 | 1 | 1 | -3 |
| Other reasons | 8 | 2 | 8 | 11 | 9 | 3 | 2 | 12 | 9 | 3 | 5 | 14 | 11 |
| No answer/don't know | 11 | 22 | 11 | 2 | -20 | 19 | 16 | 4 | -15 | 25 | 11 | 1 | -24 |

A>D = 3/6        H>L = 3/5        H>L = 3/7

## TABLE D17a. REASONS FOR LEAVING SCHOOL
By Sex and Reading Measures

Figures = % in each category

### BOYS

|  | ST | T | Growth Category |  |  |  | 3rd Grade Reading |  |  |  | 6th Grade Reading |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Have to get a job to earn money to help my family | 22 | 18 | 40 | 13 | 8 | -32 | 36 | 7$^x$ | 12 | -24 | 37 | 12 | 14 | -23 |
| Have to get a job to support myself | 18 | 20 | 16 | 19 | 8 | -8 | 16 | 18 | 12 | -4 | 16 | 17 | 14 | -2 |
| Will get married and have children | 9 | 6 | 10 | 11 | 0 | -10 | 4 | 10 | 12 | 8 | 5 | 14$^x$ | 0 | -5 |
| Poor grades | 29 | 32 | 34 | 37 | 42 | 8 | 36 | 42$^x$ | 32 | -4 | 42 | 32$^x$ | 36 | -6 |
| Tired of school | 7 | 8 | 5 | 5 | 17 | 12 | 0 | 9 | 12 | 12 | 0 | 8 | 14 | 14 |
| Other reasons | 15 | 16 | 5 | 16 | 25 | 20 | 8 | 14 | 30 | 22 | 0 | 17 | 22 | 22 |
| N=100% | (292) | (132) | (19) | (37) | (12) |  | (25) | (28) | (16) |  | (19) | (36) | (14) |  |
|  |  |  | A>D = 3/6 |  |  |  | H>L = 3/6 |  |  |  | H>L = 2/5 |  |  |  |
| Money (help family or support self) | 40 | 38 | 56 | 32 | 16 | -40 | 52 | 25 | 24 | -28 | 53 | 29 | 28 | -25 |

### TABLE D17b. REASONS FOR LEAVING SCHOOL
By Sex and Reading Measures

Figures = % in each category

GIRLS

|  |  | Growth Category |  |  |  | 3rd Grade Reading |  |  |  | 6th Grade Reading |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| Have to get a job to earn money to help my family | 25 | 19 | 29$^{x}$ | 25 | 6 | 26 | 26 | 24 | -2 | 22 | 30$^{x}$ | 24 | 2 |
| Have to get a job to support myself | 15 | 19 | 6 | 5 | -14 | 8 | 10 | 12 | 4 | 14 | 9 | 6 | -8 |
| Will get married and have children | 12 | 0 | 8 | 30 | 30 | 14 | 12 | 6 | -8 | 0 | 9 | 21 | 21 |
| Poor grades | 26 | 54 | 29 | 10 | -44 | 36 | 32 | 27 | -9 | 46 | 36 | 12 | -34 |
| Tired of school | 5 | 4 | 8$^{x}$ | 0 | -4 | 8 | 6 | 3 | -5 | 11 | 3 | 3 | -8 |
| Other reasons | 17 | 4 | 20$^{x}$ | 12 | 8 | 8 | 14 | 27 | 19 | 7 | 12 | 31 | 24 |
| N=100% | (160) | (26) | (48) | (20) |  | (27) | (34) | (33) |  | (28) | (33) | (32) |  |
|  |  | A>D = 2/6 |  |  |  | H>L = 2/5 |  |  |  | H>L = 2/5 |  |  |  |
| Money (help family or support self) | 40 | 38 | 34 | 30 | -8 | 34 | 36 | 36 | 2 | 36 | 39 | 30 | -6 |

TABLE D18a. RISK-TAKING ORIENTATION
By Sex and Reading Measures

Figures = % "high" on risk-taking

| | | | BOYS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **THE KIND OF JOB I WOULD MOST PREFER WOULD BE:** | | | | | | | | | | | | | | |
| A job where I am almost always on my own | 38 | 43 | 46 | 39$^x$ | 52 | 6 | 52 | 36$^x$ | 47 | -5 | 44 | 35$^x$ | 63 | 19 |
| A job where I have to make many decisions by myself | 61 | 70 | 73 | 67$^x$ | 80 | 7 | 75 | 67$^x$ | 73 | -2 | 78 | 65$^x$ | 82 | 4 |
| A job where my orders are general | 50 | 53 | 80 | 45$^x$ | 48 | -32 | 47 | 51 | 60 | 13 | 62 | 52 | 44 | -18 |
| A job where I am usually pushed to the limit of my abilities | 9 | 11 | 10 | 12 | 8 | -2 | 7 | 11 | 13 | 6 | 10 | 11 | 11 | 1 |
| A job where I could be either highly successful or a complete failure | 50 | 57 | 44 | 67 | 67 | 23 | 61 | 60 | 69 | 8 | 63 | 57$^x$ | 77 | 14 |
| A job that is changing all the time | 34 | 47 | 50 | 45$^x$ | 50 | 0 | 60 | 35$^x$ | 52 | -8 | 48 | 44$^x$ | 54 | 6 |
| An exciting job, but one which might be done away with in a short time | 19 | 24 | 40 | 22 | 12 | -28 | 27 | 19$^x$ | 28 | 1 | 29 | 26 | 15 | -14 |
| | | | | A>D = 3/5 | | | | H>L = 3/5 | | | | H>L = 4/6 | | |
| **SCORE** % high (scores 2-7) | 51 | 65 | 78 | 66$^x$ | 71 | -7 | 75 | 60$^x$ | 76 | 1 | 84 | 57$^x$ | 85 | 1 |

TABLE D18b. RISK-TAKING ORIENTATION
By Sex and Reading Measures

Figures = % "high" on risk-taking

GIRLS

| THE KIND OF JOB I WOULD MOST PREFER WOULD BE: | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| A job where I am almost always on my own | 35 | 33 | 33 | 30 | -3 | 27 | 29 | 42 | 15 | 33 | $29^{x}$ | 36 | 3 |
| A job where I have to make many decisions by myself | 56 | 40 | 55 | 69 | 29 | 46 | 51 | 68 | 22 | 40 | 53 | 71 | 31 |
| A job where my orders are general | 49 | 57 | 49 | 41 | -16 | 53 | 47 | 48 | -7 | 62 | 50 | 36 | -26 |
| A job where I am usually pushed to the limit of my abilities | 8 | 6 | $12^{x}$ | 3 | -3 | 8 | 8 | 9 | 1 | 4 | $11^{x}$ | 8 | 4 |
| A job where I could be either highly successful or a complete failure | 47 | 49 | 46 | 43 | -6 | 43 | 47 | 48 | 5 | 52 | 43 | 45 | -7 |
| A job that is changing all the time | 29 | 30 | $20^{x}$ | 43 | 13 | 26 | 26 | 35 | 9 | 31 | $24^{x}$ | 34 | 3 |
| An exciting job, but one which might be done away with in a short time | 17 | 22 | 21 | 8 | -14 | 21 | 20 | 10 | -11 | 25 | 17 | 12 | -13 |
| | | A>D = 2/7 | | | | H>L = 4/6 | | | | H>L = 4/7 | | | |
| **SCORE** | | | | | | | | | | | | | |
| % high | 44 | 46 | $40^{x}$ | 45 | -1 | 39 | 42 | 50 | 11 | 49 | $38^{x}$ | 44 | -5 |
| Score differences (boy-girl): | 21 | 32 | 26 | 26 | | 36 | 18 | 16 | | 34 | 19 | 41 | |

## TABLE D19a. ATTITUDES TOWARD UNION, MANAGEMENT, LAW-GOVERNMENT, EDUCATION By Sex and Reading Measures

Figures = % who support the dimension
(agree or disagree: strongly and mildly)

BOYS

| | ST | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **UNION ORIENTED:** | | | | | | | | | | | | | | |
| Unions protect | 59 | 69 | 59 | 70 | 79 | 20 | 74 | 64$^x$ | 70 | -4 | 62 | 66 | 82 | 20 |
| Unions help you get ahead | 42 | 43 | 33 | 43 | 41 | 8 | 39 | 42$^x$ | 39 | 0 | 37 | 43$^x$ | 38 | 1 |
| Unions are necessary | 64 | 71 | 68 | 68 | 74 | 6 | 67 | 68 | 75 | 29 | 68 | 65$^x$ | 82 | 14 |
| Union leaders work for members | 51 | 55 | 57 | 49$^x$ | 68 | 11 | 45 | 51 | 74 | 29 | 50 | 52 | 69 | 19 |
| Want to join union | 39 | 46 | 47 | 47 | 50 | 3 | 37 | 57$^x$ | 46 | 9 | 44 | 51 | 45 | 1 |
| | | | A>D = 5/5 | | | | H>L = 3/4 | | | | H>L = 3/3 | | | |
| **MANAGEMENT ORIENTED:** | | | | | | | | | | | | | | |
| Employers should get credit for making country rich | 43 | 41 | 51 | 41 | 34 | -17 | 49 | 43 | 33 | -16 | 53 | 40 | 35 | -18 |
| Most employers give Negroes even break | 25 | 26 | 37 | 25 | 7 | -30 | 33 | 25 | 13 | -20 | 36 | 26 | 9 | -27 |
| Employers help find jobs | 38 | 33 | 40 | 32 | 22 | -18 | 38 | 32 | 26 | -12 | 41 | 31 | 24 | -17 |
| Better for average worker to depend on boss than union | 19 | 19 | 16 | 24$^x$ | 18 | 2 | 12 | 24 | 25 | 13 | 15 | 23 | 22 | 7 |
| | | | A>D = 0/3 | | | | H>L = 1/4 | | | | H>L = 1/4 | | | |
| **LAW-GOVERNMENT ORIENTED:** | | | | | | | | | | | | | | |
| Whether you're rich or poor makes alot of difference | 45 | 42 | 44 | 33$^x$ | 48 | 4 | 43 | 35$^x$ | 40 | -3 | 44 | 32$^x$ | 47 | 3 |
| Social welfare agency people understand problems | 37 | 34 | 30 | 32 | 37 | 7 | 36 | 34 | 25 | -11 | 32 | 33 | 32 | 0 |
| Police treat Negroes and whites the same | 48 | 47 | 47 | 39$^x$ | 46 | -1 | 38 | 44 | 47 | 9 | 33 | 47$^x$ | 44 | 11 |
| Politicians understand problems | 25 | 25 | 36 | 25 | 23 | -13 | 35 | 24 | 26 | 9 | 32 | 29 | 20 | -12 |
| | | | A>D = 2/3 | | | | H>L = 2/4 | | | | H>L = 2/3 | | | |
| **EDUCATION ORIENTED:** | | | | | | | | | | | | | | |
| Doesn't pay to do school work considering the job I'll get | 80 | 78 | 80 | 71$^x$ | 89 | 9 | 78 | 74$^x$ | 81 | 3 | 82 | 68$^x$ | 91 | 9 |

## TABLE D19b. ATTITUDES TOWARD UNION, MANAGEMENT, LAW-GOVERNMENT, EDUCATION By Sex and Reading Measures

Figures = % who support the dimension
(agree or disagree: strongly and mildly)

### GIRLS

| | T | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **UNION ORIENTED**: | | | | | | | | | | | | | |
| Unions protect | 53 | 48 | 50 | 64 | 16 | 47 | 48 | 65 | 18 | 43 | 56 | 60 | 17 |
| Unions help you get ahead | 42 | 48 | 32x | 51 | 3 | 44 | 42 | 38 | -6 | 48 | 38 | 39 | -9 |
| Unions are necessary | 59 | 56 | 53x | 70 | 14 | 51 | 63x | 59 | 8 | 48 | 62 | 62 | 14 |
| Union leaders work for members | 48 | 38 | 42 | 62 | 24 | 45 | 44 | 51 | 6 | 40 | 47 | 52 | 12 |
| Want to join union | 34 | 33 | 34 | 38 | 5 | 38 | 29x | 38 | 0 | 37 | 32 | 34 | -3 |
| | | A>D = 5/5 | | | | H>L = 3/4 | | | | H>L = 3/5 | | | |
| **MANAGEMENT ORIENTED**: | | | | | | | | | | | | | |
| Employers should get credit for making country rich | 44 | 47 | 46 | 45 | -2 | 48 | 48 | 42 | -7 | 46 | 48x | 44 | -2 |
| Most employers give Negroes even break | 24 | 33 | 20 | 22 | -11 | 25 | 29x | 18 | -7 | 34 | 18x | 22 | -12 |
| Employers help find jobs | 41 | 34 | 46x | 35 | 1 | 50 | 31x | 41 | -9 | 39 | 36x | 46 | 7 |
| Better for average worker to depend on boss than union | 19 | 26 | 16 | 13 | -13 | 25 | 11x | 19 | -6 | 24 | 17 | 14 | -10 |
| | | A>D = 0/2 | | | | H>L = 0/4 | | | | H>L = 1/3 | | | |
| **LAW-GOVERNMENT ORIENTED**: | | | | | | | | | | | | | |
| Whether you're rich or poor makes alot of difference | 47 | 44 | 55x | 48 | 4 | 45 | 44 | 62 | 17 | 36 | 58x | 55 | 19 |
| Social welfare agency people understand problems | 38 | 46 | 38 | 38 | -8 | 45 | 43 | 33 | -12 | 47 | 38 | 38 | -9 |
| Police treat Negroes and whites the same | 49 | 55 | 46x | 54 | -1 | 49 | 49 | 54 | 5 | 53 | 44x | 57 | 4 |
| Politicians understand problems | 25 | 34 | 28 | 18 | -6 | 28 | 23x | 32 | 4 | 34 | 20x | 31 | -3 |
| | | A>D = 1/3 | | | | H>L = 3/4 | | | | H>L = 2/4 | | | |
| **EDUCATION ORIENTED**: | | | | | | | | | | | | | |
| Doesn't pay to do school work considering the job I'll get | 81 | 85 | 77x | 82 | -3 | 77 | 74x | 89 | 12 | 78 | 77 | 86 | 8 |

TABLE D20. SCORES OF ATTITUDES TOWARD UNION, MANAGEMENT AND LAW-GOVERNMENT By Sex and Reading Measures

Figures = % "high" (positive) on each score

BOYS

| | | | Growth Category | | | | 3rd Grade Reading | | | | 6th Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
| **UNION-ORIENTED (scores 4-6)** | 53 | 65 | 59 | 65 | 73 | 14 | 61 | $72^x$ | 55 | -6 | 57 | 62 | 78 | 21 |
| **MANAGEMENT-ORIENTED (scores 3-5)** | 37 | 32 | 39 | 31 | 24 | -15 | 37 | $19^x$ | 53 | 16 | 33 | 30 | 30 | -3 |
| **LAW-GOVERNMENT ORIENTED (scores 3-5)** | 58 | 43 | 46 | $38^x$ | 47 | 1 | 42 | 44 | 39 | -3 | 42 | 43 | 44 | 2 |
| | | | A>D = 1/2 | | | | H>L = 1/3 | | | | H>L = 1/2 | | | |

GIRLS

| | ST | T | D | C | A | A-D | L | M | H | H-L | L | M | H | H-L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **UNION-ORIENTED** | | 44 | 40 | 38 | 59 | 19 | 41 | 44 | 46 | 5 | 37 | $50^x$ | 45 | 8 |
| **MANAGEMENT-ORIENTED** | | 41 | 45 | 43 | 33 | -12 | 53 | 37 | 39 | -14 | 46 | $37^x$ | 41 | -5 |
| **LAW-GOVERNMENT ORIENTED** | | 53 | 60 | 51 | 48 | -12 | 55 | $47^x$ | 56 | 1 | 49 | 52 | 56 | 7 |
| | | | A>D = 1/3 | | | | H>L = 1/2 | | | | H>L = 2/3 | | | |

# Appendix E: Tables for Chapter E, "The Community, The Method, and The Sample"

Table El. Percentages of Population by Color or Ethnic Origin for Selected Areas of Middle Atlantic, 1960.

| | Non-White | White |
|---|---|---|
| DVSD | 69.0 | 31.0 |
| Gabriel Prosser | 74.0 | 26.0 |
| Middle Atlantic | 33.0 | 67.0 |
| SMSA | 13.0 | 86.0 |

Table E2. Percentages of Negro and White Families in Selected Residential Areas Receiving Indicated Incomes, 1959.

| | Less than $3,000 | | $6,000 or More | |
|---|---|---|---|---|
| | Negro | White | Negro | White |
| DVSD | 25.0 | 27.0 | 30.0 | 32.0 |
| Gabriel Prosser SD | 33.0 | 30.0 | 22.0 | 28.0 |
| Middle Atlantic | 27.0 | 15.0 | 29.0 | 48.0 |
| SMSA | 24.0 | 9.0 | 34.0 | 66.0 |

Table E3. Labor Force Status and Unemployment Percentages in Selected Areas of Middle Atlantic, by Color and Sex, 1960.

**Population 14 years old and over in the Labor Force**

| | Boys | | Girls | |
|---|---|---|---|---|
| | **Negro** | **White** | **Negro** | **White** |
| **DVSD** | 84.0 | 75.0 | 21.0 | 13.0 |
| **Gabriel Prosser SD** | 76.0 | 69.0 | 45.0 | 32.0 |
| **Middle Atlantic** | 81.0 | 78.0 | 48.0 | 39.0 |
| **SMSA** | 80.0 | 80.0 | 50.0 | 35.0 |

**Unemployed, Civilian Labor Force**

| | Boys | | Girls | |
|---|---|---|---|---|
| | **Negro** | **White** | **Negro** | **White** |
| **DVSD** | 10.0 | 8.0 | 15.0 | 11.0 |
| **Gabriel Prosser SD** | 10.0 | 10.0 | 14.0 | 8.0 |
| **Middle Atlantic** | 10.0 | 6.0 | 14.0 | 8.0 |
| **SMSA** | 8.0 | 3.0 | 11.0 | 5.0 |

Table E4. Percentage Distribution of Employed Persons in Selected Areas of Middle Atlantic, by Color, Sex, and Selected Occupational Categories, 1960.

| | DVSD | Gabriel Prosser SD | Middle Atlantic | SMSA |
|---|---|---|---|---|
| **Operatives, Service Workers and Laborers** | | | | |
| **Boys** | | | | |
| Negro | 60.0 | 62.0 | 60.0 | 60.0 |
| White | 41.5 | 48.0 | 41.0 | 27.0 |
| **Girls** | | | | |
| Negro | 59.0 | 61.0 | 62.0 | 65.0 |
| White | 42.4 | 43.0 | 36.0 | 28.0 |
| **Craftsmen, etc.** | | | | |
| **Boys** | | | | |
| Negro | 9.0 | 9.0 | 11.0 | 11.0 |
| White | 18.0 | 16.0 | 19.0 | 20.0 |
| **Girls** | | | | |
| Negro | 1.0 | 2.0 | 1.0 | 1.0 |
| White | 2.0 | 2.0 | 2.0 | 1.0 |
| **Clerical and Sales** | | | | |
| **Boys** | | | | |
| Negro | 10.0 | 11.0 | 7.0 | 8.0 |
| White | 23.0 | 30.0 | 16.0 | 17.0 |
| **Girls** | | | | |
| Negro | 13.0 | 9.0 | 12.0 | 12.0 |
| White | 29.0 | 20.0 | 42.0 | 46.0 |

Table E5. Percentage Distribution of the Population 14 years old and over in Separated or Divorced Status for Selected Areas of Middle Atlantic, by Color and Sex, 1960.

Separated or Divorced

| | Negro | | White | |
|---|---|---|---|---|
| | Boys | Girls | Boys | Girls |
| DVSD | 12.0 | 17.0 | 6.0 | 8.0 |
| Gabriel Prosser SD | 12.0 | 18.0 | 10.0 | 7.0 |
| Middle Atlantic | 11.0 | 17.0 | 4.0 | 5.0 |
| SMSA | 10.0 | 15.0 | 2.0 | 3.0 |

### Table E6. Weighted Average Monthly Gross Rental in Selected Areas of Middle Atlantic, by Color, 1959

| | **Negro** | **White** |
|---|---|---|
| | (Dollars) | |
| **DVSD** | 72.0 | 65.0 |
| **Gabriel Prosser SD** | 65.0 | 58.0 |
| **Middle Atlantic** | 69.0 | 69.0 |
| **SMSA** | 70.0 | 73.0 |

## Table E7. Condition of Dwelling Unit in Selected Areas of Middle Atlantic, by Color, 1959

(Percent Distribution)

| | Sound and with all Plumbing Facilities | | Dilapidated | | Deteriorating | |
|---|---|---|---|---|---|---|
| | Negro | White | Negro | White | Negro | White |
| DVSD | 48.0 | 64.0 | 11.0 | 3.0 | 36.0 | 25.0 |
| Gabriel Prosser SD | 27.0 | 45.0 | 28.0 | 13.0 | 39.0 | 34.0 |
| Middle Atlantic | 41.0 | 76.0 | 16.0 | 3.0 | 38.0 | 16.0 |
| SMSA | 49.0 | 88.0 | 14.0 | 1.0 | 33.0 | 8.0 |

Table E8. Residence in 1955 of the Population Over 5 Years of Age in Selected Areas of Middle Atlantic, by Color.

(Percent Distribution)

| | Same House | | Other House in Middle Atlantic | | Other House in SMSA | | Outside SMSA | |
|---|---|---|---|---|---|---|---|---|
| | Negro | White | Negro | White | Negro | White | Negro | White |
| DVSD | 36.0 | 50.0 | 41.0 | 32.0 | 4.0 | 4.0 | 14.0 | 6.0 |
| Gabriel Prosser | 49.0 | 51.0 | 38.0 | 28.0 | 2.0 | 4.0 | 11.0 | 6.0 |
| Middle Atlantic | 38.0 | 56.0 | 42.0 | 30.0 | 3.0 | 5.0 | 12.0 | 5.0 |
| SMSA | 43.0 | 57.0 | 28.0 | 9.0 | 13.0 | 20.0 | 12.0 | 11.0 |

Table E9. Percentage Distribution of the Educational Attainment of the Population 25 Years of Age and Over in Selected Areas of Middle Atlantic, by Color.

| | Less than 8th Grade | | High School Graduate | | College Graduate | |
|---|---|---|---|---|---|---|
| | Negro | White | Negro | White | Negro | White |
| DVSD | 34.0 | 35.0 | 16.0 | 17.0 | 2.5 | 2.8 |
| Gabriel Prosser | 42.0 | 38.0 | 13.0 | 12.0 | 1.0 | 3.0 |
| Middle Atlantic | 36.0 | 27.0 | 16.0 | 20.0 | 2.0 | 5.0 |
| SMSA | 34.0 | 17.0 | 19.0 | 26.0 | 3.0 | 12.0 |

Table E10. Percentage of Criminal Offenses Occurring within the DVSD of all Criminal Offenses Occurring in Middle Atlantic, as Reported to the Police for 1962.

| | Percent |
|---|---|
| Population | 13.7 (DVSD to Total City Population) |
| Class 1 | |
| Homocide | 15.9 |
| Rape | 66.3 |
| Robbery | 29.7 |
| Aggravated assault | 31.3 |
| Burglary | 28.3 |
| Larceny | 20.1 |
| Auto theft | 25.3 |
| Total | 25.1 |
| Class 2 | |
| Other Assaults | 28.1 |
| Forgery and Counterfeiting | 15.4 |
| Embezzlement and Fraud | 15.8 |
| Stolen property | 22.6 |
| Weapons | 27.7 |
| Prostitution and Vice | 16.7 |
| Sex Offenses | 23.1 |
| Offenses against the family and children | 29.1 |
| Narcotic drug laws | 14.5 |
| Liquor laws | 29.5 |
| Drunkenness | 15.2 |
| Disorderly conduct | 25.8 |
| Vagrancy | 3.7 |
| Gambling | 24.8 |
| Driving while intoxicated | 15.0 |
| Violations of road and driving laws | 14.4 |
| Parking violations | 29.0 |
| Traffic and Motor Vehicle laws | 22.4 |
| All other offenses | 35.2 |
| Total | 23.7 |

Table E11. Students in Universe and Interview Sample, by Growth Class, Sex and Grade.

| | **BOYS** | | | | | | | | **GIRLS** | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Growth Class | 6 | % | 8 | % | 10 | % | 12 | % | 6 | % | 8 | % | 10 | % | 12 | % |
| 1. | 7[*]/12[+] | 58 | 6/16 | 38 | 8/32 | 25 | 7/14 | 50 | 9/10 | 90 | 15/21 | 71 | 14/29 | 48 | 13/20 | 65 |
| 2. | 14/24 | 58 | 11/37 | 30 | 15/26 | 58 | 8/23 | 35 | 5/22 | 23 | 9/50 | 18 | 2/31 | 6 | 12/29 | 41 |
| 3. | 14/19 | 74 | 5/9 | 56 | 6/16 | 38 | 3/6 | 50 | 8/10 | 80 | 8/15 | 53 | 13/23 | 56 | 6/18 | 33 |
| 4. | 7/24 | 29 | 11/26 | 42 | 6/21 | 29 | 6/18 | 33 | 14/27 | 52 | 5/28 | 18 | 1/48 | 2 | 10/24 | 42 |
| 5. | 21/41 | 51 | 29/52 | 56 | 16/48 | 33 | 15/30 | 50 | 19/34 | 56 | 29/50 | 58 | 14/53 | 26 | 17/33 | 52 |
| 6. | 12/19 | 63 | 6/8 | 75 | 6/25 | 24 | 6/16 | 38 | 11/19 | 58 | 2/15 | 13 | 1/14 | 7 | 4/18 | 22 |
| 7. | 6/17 | 35 | 7/15 | 47 | 5/14 | 36 | 3/10 | 30 | 8/16 | 50 | 10/12 | 83 | 8/16 | 50 | 11/18 | 61 |
| 8. | 8/20 | 40 | 13/26 | 50 | 8/26 | 31 | 4/13 | 31 | 13/27 | 48 | 8/27 | 30 | 1/33 | 3 | 12/21 | 57 |
| 9. | 4/7 | 57 | 8/9 | 89 | 5/14 | 36 | 11/20 | 55 | 13/15 | 87 | 18/23 | 78 | 21/29 | 72 | 14/23 | 61 |

* Number of students in Interview Sample

+ Number of students in Universe

### Table E12. Students in Universe and Interview Sample by Sex, Third and Sixth Grade Reading Ability, and Growth Categories: Grades 6 and 8.

**BOYS**

**Universe**

| 3rd grade Reading | Retarded | | | | | Normal | | | | | Precocious | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th grade Reading | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Grand Total | % |
| Decelerating | (1)* 28 | 0 | 0 | 28 | 24 | (4) 41 | 9 | 0 | 50 | 29 | (7) 7 | 34 | 1 | 32 | 34 | 110 | 29 |
| Constant | (2) 27 | 33 | 1 | 61 | 52 | (5) 7 | 76 | 10 | 93 | 55 | (8) 0 | 18 | 28 | 46 | 49 | 200 | 52 |
| Accelerating | (3) 5 | 11 | 12 | 28 | 24 | (6) 0 | 5 | 22 | 27 | 16 | (9) 0 | 0 | 16 | 16 | 17 | 71 | 19 |
| Total | 60 | 44 | 13 | 117 | | 48 | 90 | 32 | 170 | | 7 | 42 | 45 | 94 | | 381 | |
| % | 51 | 38 | 11 | | | 28 | 53 | 19 | | | 7 | 45 | 48 | | | | |

**Interview Sample**

| 6th grade Reading | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Grand Total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Decelerating | (1) 13 | 0 | 0 | 13 | 23 | (4) 14 | 4 | 0 | 18 | 21 | (7) 2 | 10 | 1 | 13 | 28 | 44 | 23 |
| Constant | (2) 12 | 13 | 0 | 25 | 44 | (5) 2 | 45 | 3 | 50 | 58 | (8) 0 | 5 | 16 | 21 | 46 | 96 | 51 |
| Accelerating | (3) 4 | 7 | 8 | 19 | 33 | (6) 0 | 2 | 16 | 18 | 21 | (9) 0 | 0 | 12 | 12 | 26 | 49 | 26 |
| Total | 29 | 20 | 8 | 57 | | 16 | 51 | 19 | 86 | | 2 | 15 | 29 | 46 | | 189 | |
| % | 51 | 35 | 14 | | | 19 | 59 | 22 | | | 4 | 33 | 63 | | | | |

* Numbers in parentheses=Growth Class

| 6th grade reading | | Low | Medium | High | N-100% |
|---|---|---|---|---|---|
| Universe | % | 30 | 46 | 34 | (381) |
| Sample | % | 25 | 45 | 30 | (189) |

Table F12. Students in Universe and Interview Sample by Sex, Third and Sixth Grade Reading Ability, and Growth Categories: Grades 6 and 8, Continued.

## GIRLS

### Universe

| 3rd grade Reading / 6th grade Reading | Retarded | | | | | Normal | | | | | Precocious | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Grand Total | % |
| Decelerating | (1)* 29 | 0 | 2 | 31 | 24 | (4) 47 | 7 | 1 | 55 | 32 | (7) 5 | 21 | 2 | 28 | 23 | 114 | 27 |
| Constant | (2) 45 | 27 | 0 | 72 | 56 | (5) 3 | 77 | 4 | 84 | 48 | (8) 0 | 13 | 41 | 54 | 45 | 210 | 50 |
| Accelerating | (3) 1 | 20 | 4 | 25 | 20 | (6) 0 | 10 | 24 | 34 | 20 | (9) 0 | 0 | 38 | 38 | 32 | 97 | 23 |
| Total | 75 | 47 | 6 | 128 | | 50 | 94 | 29 | 173 | | 5 | 34 | 81 | 120 | | 421 | |
| % | 58 | 37 | 5 | | | 29 | 54 | 17 | | | 4 | 28 | 68 | | | | |

### Interview Sample

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Decelerating | (1) 22 | 0 | 2 | 24 | 44 | (4) 14 | 5 | 0 | 19 | 24 | (7) 3 | 14 | 1 | 18 | 26 | 61 | 30 |
| Constant | (2) 9 | 5 | 0 | 14 | 26 | (5) 3 | 43 | 2 | 48 | 60 | (8) 0 | 12 | 17 | 21 | 30 | 83 | 41 |
| Accelerating | (3) 0 | 14 | 2 | 16 | 30 | (6) 0 | 6 | 7 | 13 | 16 | (9) 0 | 0 | 31 | 31 | 44 | 60 | 29 |
| Total | 31 | 19 | 4 | 54 | | 17 | 54 | 9 | 80 | | 3 | 18 | 49 | 70 | | 204 | |
| % | 57 | 35 | 7 | | | 21 | 68 | 11 | | | 4 | 26 | 70 | | | | |

* Numbers in parentheses=Growth Class

| 6th grade reading | | Low | Medium | High | N=100% |
|---|---|---|---|---|---|
| Universe | % | 31 | 42 | 27 | (421) |
| Sample | % | 25 | 45 | 30 | (204) |

Table E13. Students in Universe and Interview Sample by Sex, Third and Sixth Grade Reading Ability and Growth Categories: Grades 10 and 12.

**BOYS**

**Universe**

| 3rd grade Reading | Retarded | | | | | Normal | | | | | Precocious | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th grade Reading | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Grand Total | % |
| Decelerating | (1)* 46 | 0 | 0 | 46 | 39 | (4) 32 | 7 | 0 | 39 | 25 | (7) 6 | 17 | 1 | 24 | 25 | 109 | 29 |
| Constant | (2) 32 | 17 | 0 | 49 | 42 | (5) 5 | 73 | 0 | 78 | 49 | (8) 0 | 18 | 21 | 39 | 40 | 166 | 45 |
| Accelerating | (3) 1 | 16 | 5 | 22 | 19 | (6) 0 | 10 | 31 | 41 | 26 | (9) 0 | 0 | 34 | 34 | 35 | 97 | 26 |
| Total | 79 | 33 | 5 | 117 | | 37 | 90 | 31 | 158 | | 6 | 35 | 56 | 97 | | 372 | |
| % | 68 | 28 | 4 | | | 23 | 57 | 20 | | | 6 | 36 | 58 | | | | |
| Interview Sample | | | | | | | | | | | | | | | | | |
| Decelerating | (1) 15 | 0 | 0 | 15 | 32 | (4) 11 | 1 | 0 | 6 | 11 | (7) 2 | 5 | 1 | 8 | 22 | 35 | 25 |
| Constant | (2) 12 | 11 | 0 | 23 | 49 | (5) 1 | 30 | 0 | 31 | 56 | (8) 0 | 6 | 6 | 12 | 33 | 66 | 48 |
| Accelerating | (3) 0 | 7 | 2 | 9 | 19 | (6) 0 | 2 | 10 | 12 | 22 | (9) 2 | 2 | 16 | 16 | 44 | 37 | 27 |
| Total | 27 | 18 | 2 | 47 | | 12 | 33 | 10 | 55 | | 2 | 11 | 23 | 36 | | 138 | |
| % | 57 | 38 | 4 | | | 22 | 60 | 18 | | | 6 | 30 | 64 | | | | |

* Numbers in Parentheses=Growth Class

| 6th grade reading | | Low | Medium | High | N=100% |
|---|---|---|---|---|---|
| Universe | % | 33 | 42 | 25 | (372) |
| Sample | % | 30 | 45 | 25 | (138) |

Table E13. Students in Universe and Interview Sample by Sex, Third and Sixth Grade Reading Ability and Growth Categories: Grades 10 and 12, continued.

## GIRLS

### Universe

| 3rd grade Reading | Retarded | | | | | Normal | | | | | Precocious | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th grade Reading | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Grand Total | % |
| Decelerating | (1)* 49 | 0 | 0 | 49 | 33 | (4) 56 | 16 | 0 | 72 | 38 | (7) 7 | 23 | 4 | 34 | 24 | 155 | 32 |
| Constant | (2) 34 | 26 | 0 | 60 | 40 | (5) 3 | 83 | 0 | 86 | 45 | (8) 0 | 17 | 37 | 54 | 39 | 200 | 42 |
| Accelerating | (3) 1 | 26 | 14 | 41 | 27 | (6) 0 | 8 | 24 | 32 | 17 | (9) 1 | 1 | 50 | 52 | 37 | 125 | 26 |
| Total | 84 | 52 | 14 | 150 | | 59 | 107 | 24 | 190 | | 8 | 41 | 91 | 140 | | 480 | |
| % | 56 | 35 | 9 | | | 31 | 56 | 13 | | | 6 | 29 | 65 | | | | |
| | | | | | | Interview Sample | | | | | | | | | | | |
| Decelerating | (1) 27 | 0 | 0 | 27 | 45 | (4) 9 | 2 | 0 | 11 | 23 | (7) 5 | 12 | 2 | 19 | 28 | 57 | 33 |
| Constant | (2) 8 | 6 | 0 | 14 | 23 | (5) 2 | 29 | 0 | 31 | 66 | (8) 0 | 6 | 7 | 13 | 19 | 58 | 33 |
| Accelerating | (3) 1 | 11 | 7 | 19 | 32 | (6) 0 | 2 | 3 | 5 | 11 | (9) 1 | 0 | 34 | 35 | 52 | 59 | 34 |
| Total | 36 | 17 | 7 | 60 | | 11 | 33 | 3 | 47 | | 6 | 18 | 43 | 67 | | 174 | |
| % | 60 | 28 | 12 | | | 23 | 70 | 6 | | | 9 | 27 | 64 | | | | |

* Numbers in Parentheses-Growth Class

| 6th grade reading | | Low | Medium | High | N-100% |
|---|---|---|---|---|---|
| Universe | % | 32 | 42 | 27 | (480) |
| Sample | % | 30 | 39 | 30 | (174) |

Table E14. Questionnaire Sample by Sex,
Questionnaire Form and Reading Measures.

**BOYS**

| | Growth Category | | | | | Third Grade Reading | | | | Sixth Grade Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Form A | | Form B | | | Form A | | Form B | | Form A | | Form B | |
| | N | % | N | % | | N | % | N | % | N | % | N | % |
| Declining | 33 | 25 | 45 | 29 | Low | 42 | 32 | 50 | 33 | 34 | 26 | 45 | 29 |
| Constants | 72 | 55 | 80 | 52 | Average* | 53 | 40 | 65 | 42 | 65 | 50 | 75 | 49 |
| Accelerating | 26 | 20 | 29 | 19 | High | 36 | 28 | 39 | 25 | 32 | 24 | 34 | 22 |
| Total | 131 | | 154 | | | 131 | | 154 | | 131 | | 154 | |
| | | | | | **GIRLS** | | | | | | | | |
| Declining | 78 | 32 | 64 | 29 | Low | 81 | 32 | 70 | 31 | 73 | 30 | 69 | 31 |
| Constants | 107 | 42 | 105 | 45 | Average* | 96 | 39 | 83 | 37 | 106 | 42 | 82 | 36 |
| Accelerating | 63 | 26 | 56 | 25 | High | 71 | 29 | 72 | 32 | 69 | 28 | 74 | 33 |
| Total | 248 | | 225 | | | 248 | | 225 | | 248 | | 225 | |

*Also referred to as Medium

Table E15. Students in Universe and Questionnaire Sample, by Third and Sixth Grade Reading Ability and Growth Categories: Grades 8, 10 and 12.

| | Universe | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3rd grade Reading | Retarded | | | | | Normal | | | | | Precocious | | | | | | |
| 6th grade Reading | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Universe Total | % |
| Decelerating | (1)* 130 | 0 | 2 | 132 | 32 | (4) 136 | 28 | 1 | 165 | 31 | (7) 17 | 62 | 6 | 85 | 24 | 382 | 30 |
| Constant | (2) 109 | 86 | 1 | 196 | 47 | (5) 13 | 246 | 7 | 266 | 51 | (8) 0 | 52 | 94 | 146 | 42 | 608 | 47 |
| Accelerating | (3) 2 | 56 | 29 | 87 | 21 | (6) 0 | 20 | 76 | 96 | 18 | (9) 1 | 1 | 116 | 118 | 34 | 301 | 23 |
| Total | 241 | 142 | 32 | 415 | 32 | 149 | 294 | 84 | 527 | 41 | 18 | 115 | 216 | 349 | 27 | 1291 | |
| % | 58 | 34 | 8 | | | 28 | 56 | 16 | | | 5 | 33 | 62 | | | | |
| | | | | Questionnaire Sample | | | | | | | | | | | | | |
| Decelerating | (1) 75 | 0 | 2 | 77 | 32 | (4) 78 | 12 | 1 | 91 | 31 | (7) 8 | 40 | 4 | 52 | 24 | 220 | 29 |
| Constant | (2) 51 | 61 | 1 | 113 | 46 | (5) 7 | 150 | 6 | 163 | 55 | (8) 0 | 26 | 62 | 88 | 40 | 364 | 48 |
| Accelerating | (3) 1 | 33 | 19 | 53 | 22 | (6) 0 | 6 | 37 | 43 | 15 | (9) 1 | 0 | 77 | 78 | 36 | 174 | 23 |
| Total | 127 | 94 | 22 | 243 | 32 | 85 | 168 | 44 | 297 | 40 | 9 | 66 | 143 | 218 | 29 | 758 | |
| % | 52 | 39 | 9 | | | 29 | 56 | 15 | | | 4 | 30 | 66 | | | | |

* Numbers in Parentheses=Growth Class

Table E15. Students in Universe and Questionnaire Sample, by Third and Sixth Grade Reading Ability and Growth Categories: Grades 8, 10 and 12, continued.

Questionnaire-Interview Sample

| 3rd grade Reading | Retarded | | | | | Normal | | | | | Precocious | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6th grade Reading | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Low | Medium | High | Total | % | Grand Total | % |
| Decelerating | (1) 51 | 0 | 2 | 53 | 41 | (4) 24 | 6 | 0 | 30 | 21 | (7) 4 | 29 | 4 | 37 | 27 | 120 | 29 |
| Constant | (2) 18 | 26 | 0 | 44 | 34 | (5) 4 | 89 | 4 | 97 | 68 | (8) 0 | 11 | 22 | 33 | 24 | 174 | 43 |
| Accelerating | (3) 1 | 20 | 12 | 33 | 25 | (6) 0 | 2 | 13 | 15 | 11 | (9) 1 | 0 | 66 | 67 | 49 | 115 | 28 |
| Total | 70 | 46 | 14 | 130 | 32 | 28 | 97 | 17 | 142 | 35 | 5 | 40 | 92 | 137 | 33 | 409 | |
| % | 54 | 35 | 11 | | | 20 | 68 | 12 | | | 4 | 29 | 67 | | | | |

| 6th grade Reading | Universe | | Questionnaire Sample | | Questionnaire-Interview Sample | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Low | 408 | 32 | 221 | 29 | 103 | 25 |
| Medium | 551 | 43 | 328 | 43 | 185 | 45 |
| High | 332 | 26 | 209 | 28 | 123 | 30 |
| Total | 1291 | | 758 | | 409 | |

Table E16. Approximate Percentage Differences Required Between Sub-populations for Different Percentage Ranges and Sample Sizes.*

| | Percentage Ranges | | |
|---|---|---|---|
| Sample size | 30-70 | 10-30, 70-90 | 0-10 90-100 |
| 100 | 13 | 8 | 7 |
| 75 | 15 | 10 | 8 |
| 50 | 20 | 12 | 9 |
| 25 | 25 | 17 | 10 |
| 15 | 30 | 22 | 14 |
| 10 | 38 | 27 | 17 |

* Enter the table using the N for the smallest sample size and the percentage figure falling nearer to 50 percent.

Table E17. How Boys and Girls Want to be Remembered in School.

| | BOYS | | | GIRLS | | |
|---|---|---|---|---|---|---|
| | Coleman<br>% | Present Study<br>% | Difference | Coleman<br>% | Present Study<br>% | Difference |
| Brilliant Student | 31 | 48 | +17 | 29 | 62 | +33 |
| Athletic star (leader in activities) | 44 | 42 | - 2 | 36 | 19 | -17 |
| Most popular | 25 | 10 | -15 | 35 | 18 | -17 |
| N=100% | (3696) | (217) | | (3955) | (396) | |

## Table E18. Feelings About Daily Routine.

| | BOYS | | | GIRLS | | |
|---|---|---|---|---|---|---|
| | St. Louis<br>% | Middle Atlantic<br>% | Difference | St. Louis<br>% | Middle Atlantic<br>% | Difference |
| Food | 40* | 47 | 7 | 45 | 50 | 5 |
| Clothes | 33 | 48 | 15 | 28 | 46 | 18 |
| Life | 23 | 38 | 15 | 16 | 39 | 23 |
| School | 25 | 33 | 8 | 25 | 36 | 11 |
| Place Live in | 34 | 35 | 1 | 26 | 41 | 15 |
| Things to do | 30 | 20 | -10 | 21 | 14 | -7 |
| St. Louis | 33 | | | 28 | | |
| (Middle Atlantic) | | 22 | -11 | | 26 | -2 |
| Neighborhood | 18 | 24 | 6 | 13 | 25 | 12 |
| N-100% | (216) | (219) | | (189) | (400) | |

* Figures- Percent who answered "like very much" on each item.

## Table E19. Friends' Feelings About Other People.

Figures= Percent Positive*

| | BOYS | | | GIRLS | | |
|---|---|---|---|---|---|---|
| | St. Louis % | Middle Atlantic % | Difference | St. Louis % | Middle Atlantic % | Difference |
| Able to get good jobs + | 69 | 66 | -3 | 75 | 72 | -3 |
| Able to get good grades + | 61 | 71 | 10 | 72 | 74 | 2 |
| Good at making a fast buck ƒƒ | 25 | 10 | -15 | 30 | 22 | -8 |
| Willing to try different kicks ƒƒ | 31 | 27 | -4 | 43 | 38 | -15 |
| Good at outsmarting the police ƒƒ | 32 | 52 | 20 | 56 | 69 | 13 |
| Good at conning others ƒƒ | 48 | 53 | 5 | 53 | 72 | 19 |
| Able to do what they want to do ƒƒ | 37 | 31 | -6 | 59 | 24 | -35 |
| Hard and tough ƒƒ | 41 | 43 | 2 | 53 | 68 | 15 |
| Able to make connections with the rackets ƒƒ | 53 | 67 | 14 | 67 | 82 | 15 |
| Rotten to their parents ƒ | 50 | 52 | 2 | 48 | 59 | 11 |
| N=100% | (216) | (219) | | (189) | (400) | |

* Note that we have dichotomized the items which are intrinsicly negative so that disagreement with, or "dislike" of, the value indicates positive orientation toward that value.

+ % who answered "like very much" and "like."

ƒ % who answered "dislike very much."

ƒƒ % who answered "dislike very much" and "dislike."

Table E20. Risk Taking Orientation: Employees of an Industrial Setting versus Negro Students in "Middle Atlantic."

Figures=% high risk

| | Williams' sample | | | |
|---|---|---|---|---|
| | Accounting employees | Sales employees | Accounting Supervisors | Present study |
| Own direction | 70 | 76 | 80 | 38 |
| Many decisions | 71 | 81 | 90 | 61 |
| General instructions | 46 | 56 | 67 | 50 |
| Ability pressed | 16 | 23 | 37 | 9 |
| Success or failure | 44 | 44 | 65 | 50 |
| Constant changes | 55 | 54 | 76 | 34 |
| Exciting job | 16 | 16 | 20 | 19 |
| N=100% | (701) | (230) | (57) | (379) |

### Table E21. Belief in the Bill of Rights: Horton's Sample of High School Seniors versus Students in Middle Atlantic.

Figures = % subscribing to the answer indicating "acceptance" of the belief

| | Horton | Middle Atlantic | Rank-Middle Atlantic | Difference |
|---|---|---|---|---|
| Government take person's land | 91 | 78 | 2 | 13 |
| Religious group | 88 | 77 | 3 | 11 |
| Criminals allowed lawyer | 85 | 62 | 8 | 23 |
| Religious belief | 82 | 68 | 65 | 14 |
| Right to know accuser | 81 | 79 | 1 | 2 |
| Trial by jury unnecessary | 80 | 68 | 65 | 12 |
| Police hold persons | 78 | 73 | 4 | 5 |
| Police search | 77 | 72 | 5 | 5 |
| Hold public meetings | 64 | 58 | 10 | 6 |
| Some public speeches | 54 | 47 | 12 | 7 |
| Foreigners same freedoms | 50 | 60 | 9 | -10 |
| Newspapers print | 45 | 36 | 13 | 9 |
| Third degree permitted | 26 | 27 | 14 | -1 |
| Testify against self | 23 | 48 | 11 | -25 |
| N= | (300) | (542) | | |

Table E22. Educational Plans: Coleman versus Present Study.

| How far do you want to go in school? | Coleman (NE Metropolitan Negroes) | Present Study* (Denmark-Vesey) (Grades 8,10,12) | (Grade 12 only) |
|---|---|---|---|
| Not finish high school | 3 | 2 | 0 |
| Finish high school | 10 | 25 | 18 |
| Technical, nursing, or business school after high school | 34 | (not asked) | |
| Some college | 10 (2 yrs.coll.) | 23 | 28 |
| Four years of college | 24 ) 42 | 30) 43 | 30) 47 |
| Graduate work after college | 18 ) | 13) | 17) |
| Don't know | 1 | 7 | 6 |
| N = | ** | (379) | (82) |

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* The question in the present study was: "How far would you like to go?"

**Data based on Coleman's Table 3.13.6, p. 283. Figure for N not available.

Table E23. Average Third and Sixth Grade Reading Scores and Average Third and Sixth Grade I.Q. Scores for Sub-Categories of 6th, 8th, 10th, and 12th Grade Girls.*

| Category | N | Average third grade reading score | Average sixth grade reading score | Average third grade I.Q. | Average sixth grade I.Q. |
|---|---|---|---|---|---|
| 6th Graders | 100 | 2.6 | 4.6 | 97.2 | 98.0 |
| Low | 22 | 1.8 | 3.7 | 94.0 | 94.3 |
| Medium | 44 | 2.5 | 4.3 | 93.6 | 93.4 |
| High | 34 | 3.5 | 5.6 | 104.0 | 106.5 |
| 8th Graders | 104 | 2.6 | 5.1 | 97.3 | 98.8 |
| Low | 32 | 1.7 | 3.9 | 88.4 | 89.1 |
| Medium | 36 | 2.5 | 4.9 | 97.6 | 96.7 |
| High | 36 | 3.6 | 6.5 | 105.0 | 109.6 |
| 10th Graders | 75 | 2.5 | 5.2 | 93.4 | 98.6 |
| Low | 29 | 1.6 | 4.1 | 86.5 | 91.5 |
| Medium | 16 | 2.3 | 4.7 | 89.4 | 92.2 |
| High | 30 | 3.6 | 6.7 | 102.4 | 109.1 |
| 12th Graders | 99 | 2.7 | 5.0 | 98.3 | 100.0 |
| Low | 31 | 1.9 | 4.2 | 92.3 | 90.3 |
| Medium | 31 | 2.6 | 4.8 | 98.9 | 102.6 |
| High | 37 | 3.6 | 6.0 | 102.9 | 106.0 |

* Tests were given in the second month of the third and sixth grades; so to be reading "at grade level" in the third and sixth grades is to have scores at those two points of 3.2 and 6.2, respectively.

Table E24. Average Third and Sixth Grade Reading Scores and Average Third and Sixth Grade I.Q. Scores for Sub-Categories of 6th, 8th, 10th, and 12th Grade Boys.*

| Category | N | Average third grade reading score | Average sixth grade reading score | Average third grade I.Q. | Average sixth grade I.Q. |
|---|---|---|---|---|---|
| 6th graders | 93 | 2.1 | 4.3 | 93.0 | 91.4 |
| Low | 35 | 1.5 | 3.8 | 89.2 | 86.0 |
| Medium | 40 | 2.2 | 4.5 | 93.6 | 92.2 |
| High | 18 | 3.1 | 5.1 | 99.1 | 100.3 |
| 8th Graders | 96 | 2.4 | 5.0 | 96.6 | 97.0 |
| Low | 22 | 1.6 | 4.4 | 94.2 | 94.7 |
| Medium | 46 | 2.3 | 4.7 | 95.3 | 95.1 |
| High | 28 | 3.3 | 6.2 | 100.7 | 102.1 |
| 10th Graders | 75 | 2.3 | 5.1 | 94.5 | 96.1 |
| Low | 29 | 1.6 | 4.3 | 89.3 | 90.8 |
| Medium | 28 | 2.3 | 5.3 | 96.1 | 97.0 |
| High | 18 | 3.5 | 6.4 | 100.6 | 103.3 |
| 12th Graders | 63 | 2.5 | 5.3 | 96.9 | 98.7 |
| Low | 18 | 1.8 | 4.0 | 92.4 | 87.8 |
| Medium | 27 | 2.4 | 5.1 | 98.2 | 100.5 |
| High | 18 | 3.5 | 7.0 | 99.7 | 107.2 |

*Tests were given in the second month of the third and sixth grades; so to be reading "at grade level" in the third and sixth grades is to have scores at those two points of 3.2 and 6.2, respectively.

# Appendix F

## Form A-3

# YOUTH OPPORTUNITIES PROJECT

The Urban Studies Center
RUTGERS, THE STATE UNIVERSITY

in cooperation with
The [redacted] Board of Education

Project No. 2071 of the
Cooperative Research Program,
U.S. Office of Education

## WHAT YOUTH THINKS OF [redacted], ITS SCHOOLS AND ITSELF

This is not a test. Few of the questions have right or wrong answers. We want your opinion. We want to know how you feel about your city, your school and your future.

Your answers are confidential. This booklet will be collected from you by a member of the University staff. The results will be reported for all students in your grade, so no one student can be identified.

Thank you for your help.

form A-3
June/64

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

name: ____________________

school: ____________________

grade: ____________________

course of study: ____________________

08 Have you lived with your father (or stepfather) most of your life? CHECK ONE: Yes ___ No ___

09 Have you lived with your mother (or stepmother) most of your life? CHECK ONE: Yes ___ No ___

10 In your family, who has earned most of the money to pay most of the bills during your lifetime, as far as you know?
CHECK ONE: Mother (or stepmother) ___

Father (or stepfather) ___

Below is a list of statements dealing with your general feelings about yourself.

If you STRONGLY AGREE with the statement, circle SA. If you AGREE, circle A. If you DISAGREE, circle D. If you STRONGLY DISAGREE, circle SD.

| | | Strongly Agree | Agree | Dis-agree | Strongly Disagree |
|---|---|---|---|---|---|
| 18 | It is very important to me to have a lot of friends and social life | SA | A | D | SD |
| 19 | Adding up my good and bad points, I feel pretty good toward myself | SA | A | D | SD |
| 20 | There's little use writing to public officials because they often aren't really interested in the problems of the average man | SA | A | D | SD |
| 21 | I doubt that I'll make it through high school | SA | A | D | SD |
| 22 | I am able to do most things as well as other people my age | SA | A | D | SD |
| 23 | Nowadays a person has to live pretty much for today and let tomorrow take care of itself | SA | A | D | SD |
| 24 | On the whole, I am satisfied with myself | SA | A | D | SD |
| 25 | There are times when I feel I'm not much good | SA | A | D | SD |
| 26 | In spite of what some people say, the lot of the average man is getting worse, not better | SA | A | D | SD |
| 27 | The way I do in school isn't much to be proud of | SA | A | D | SD |
| 28 | I sometimes feel that adults are against me | SA | A | D | SD |
| 29 | I wish I were someone else | SA | A | D | SD |
| 30 | It's hardly fair to bring children into the world with the way things look for the future | SA | A | D | SD |
| 31 | It disturbs me when someone laughs at me for something I've done wrong | SA | A | D | SD |
| 32 | It bothers me when someone doesn't like me | SA | A | D | SD |
| 33 | These days a person doesn't really know whom he can count on | SA | A | D | SD |
| 34 | I try to do the same kinds of things that most of my friends do | SA | A | D | SD |
| 35 | When things aren't going well for me, I depend a lot on my friends to give me a lift | SA | A | D | SD |

On this page, please circle the letter in front of the statement which best answers each question.

Place ONE circle after EACH question.

36 How do you rate yourself in school ability as compared with your close friends?

A the best

B above average

C average

D below average

E the poorest

37 How do you rate yourself in school ability compared with those in your class in school?

A the best

B above average

C average

D below average

E the poorest

38 Where do you think you would rank in your whole grade in high school?

A the best

B above average

C average

D below average

E the poorest

39 Do you think you have the ability to complete college?

A yes, definitely

B yes, probably

C not sure either way

D probably not

E no

40 Where do you think you would rank in your class in college?

A among the best

B above average

C average

D below average

E among the poorest

41 In order to become a doctor, lawyer or university professor, education beyond four years of college is necessary. How likely do you think it is that you could complete such education?

A very likely

B somewhat likely

C not sure either way

D unlikely

E most unlikely

42 Forget for a moment how other people grade your work. In your opinion, how good do you think your work is?

A my work is excellent

B good

C average

D below average

E much below average

43 What kind of marks do you think you could get if you really wanted to?

A mostly A's

B B's

C C's

D D's

E E's

As you know, people your age often disagree with their parents. We would like to know if you NEVER DISAGREE with them, DISAGREE ONCE IN A WHILE, OFTEN, or ALL THE TIME on any of the following things.

Under the letter that shows how often you disagree (A, B, C, D), check ONE space for EACH of the items listed.

| | | A<br>Never Disagree | B<br>Disagree once in a while | C<br>Disagree Often | D<br>Disagree all the Time |
|---|---|---|---|---|---|
| 44 | Staying out late at night . . . . | | | | |
| 45 | Who I go out with on dates . . . | | | | |
| 46 | How much allowance I get . . . . | | | | |
| 47 | The friends I go out with . . . . | | | | |
| 48 | What I do in my spare time . . . | | | | |
| 49 | Not trying hard enough at school | | | | |
| 50 | The amount of time I study . . . | | | | |
| 51 | Leaving school . . . . . . . . . . | | | | |
| 52 | Obeying them . . . . . . . . . . . | | | | |
| 53 | Watching television . . . . . . . | | | | |
| 54 | Being polite or considerate . . . | | | | |
| 55 | The line of work I want to go into | | | | |
| 56 | Not having a job . . . . . . . . . | | | | |
| 57 | Getting married . . . . . . . . . | | | | |
| 58 | Religion . . . . . . . . . . . . . | | | | |
| 59 | How I spend my allowance . . . . | | | | |

After EACH of the questions below, circle ONE letter before the statement that comes closest to the way you feel.

60 Which one of these statements best describes what most of the teachers are like in your school?

A. They are good teachers, and pretty sharp.

B. They are all right as teachers, but kind of square.

C. They are pretty poor all around.

D. None of these.

61 How important is it to have a high school education in order to get a good paying job around here?

A. Absolutely necessary.

B. It helps but it isn't necessary.

C. Doesn't matter one way or another.

D. You're better off without it.

E. None of these.

62 How important is it to have a high school education in order to be respected and looked up to by most people that you know?

A. Absolutely necessary.

B. It helps but isn't necessary.

C. Doesn't matter one way or another.

D. You're better off without it.

E. None of these.

63 How important is it whether a student is colored or white for how well he makes out in this school?

A. It's the most important thing.

B. It's important, more important than a lot of things.

C. It's important, but not as important as other things.

D. It's not important at all.

E. None of these.

**FOR BOYS ONLY:**

64 If you could be remembered here at school for one of the three things below, which would you want it to be?

A. Brilliant student

B. Athletic star

C. Most popular

**FOR GIRLS ONLY:**

65 If you could be remembered here at school for one of the three things below, which would you want it to be?

A. Brilliant student

B. Leader in activities

C. Most popular

Here, we want to find out how you feel about some things. Opposite each statement, you can show whether you LIKE or DISLIKE, or LIKE VERY MUCH or DISLIKE VERY MUCH, or just DON'T CARE one way or another about the statements.

Place ONE check mark opposite EACH statement.

| | HOW DO YOU FEEL ABOUT . . . | Dislike Very Much | Dislike | Don't Care | Like | Like Very Much |
|---|---|---|---|---|---|---|
| 66 | The kind of food you eat | | | | | |
| 67 | The kind of clothes you wear | | | | | |
| 68 | The kind of life you're living | | | | | |
| 69 | School | | | | | |
| 70 | The kind of place you live in | | | | | |
| 71 | The things there are to do in this town | | | | | |
| 72 | Newark | | | | | |
| 73 | The neighborhood you live in | | | | | |

HOW WOULD YOUR FRIENDS FEEL
ABOUT OTHER BOYS OR GIRLS WHO ARE. .

| | | | | | | |
|---|---|---|---|---|---|---|
| 74 | Able to get good jobs | | | | | |
| 75 | Able to get good grades at school | | | | | |
| 76 | Good at making a fast buck | | | | | |
| 77 | Willing to try different kicks | | | | | |
| 78 | Good at outsmarting the police | | | | | |
| 79 | Good at conning others | | | | | |
| 80 | Able to do what they want to do | | | | | |
| 81 | Hard and tough | | | | | |
| 82 | Able to make connections with the rackets | | | | | |
| 83 | Rotten to their parents | | | | | |

Opposite each statement, you can show whether you DISAGREE STRONGLY or MILDLY, or AGREE MILDLY or STRONGLY, or that you are UNCERTAIN about the statements.

Place ONE check mark opposite EACH statement.

| | | Disagree | | Un- | Agree | |
|---|---|---|---|---|---|---|
| | | Strongly | Mildly | Certain | Mildly | Strongly |
| 84 | You can't expect to get the good things of life without the help of prayer. | | | | | |
| 85 | Most married people don't seem able to get along well together. | | | | | |
| 86 | Most teachers really don't understand the problems of somebody like me. | | | | | |
| 87 | Most clergymen practice what they preach. | | | | | |
| 88 | Most children behave pretty much as their parents want them to. | | | | | |
| 89 | In this school, most teachers are fair in handing out grades. | | | | | |
| 90 | For most people, religion is something they think about only on the Sabbath. | | | | | |
| 91 | Most parents don't give their children the love and attention they need. | | | | | |
| 92 | It doesn't pay to work hard in school considering the kind of job I'm likely to get. | | | | | |
| 93 | Most clergymen really don't understand the problems of somebody like me. | | | | | |
| 94 | Getting married and having children is one of the best things there is in life. | | | | | |
| 95 | Most teachers don't show respect for the students the way they should. | | | | | |
| 96 | If I have the choice when I go to work, I would rather not join a trade union. | | | | | |

## WHAT I WANT IN A JOB

All of us have different ideas about the job we would like most. Here are a number of choices you might be faced with in considering job opportunities.

Check ONE description, either "a" OR "b" in each of the following pairs:

The kind of job I would most prefer would be:

Check one:

97 ____a) A job where I am almost always on my own.

____b) A job where there is nearly always someone to help me on problems that I don't know how to handle.

Check one:

98 ____a) A job where I have to make many decisions by myself.

____b) A job where I have to make few decisions by myself.

Check one:

99 ____a) A job where orders are quite detailed and specific.

____b) A job where my orders are general.

Check one:

100 ____a) A job where I am almost always sure of my ability to do well.

____b) A job where I am usually pushed to the limit of my abilities.

Check one:

101 ____a) A job where I could be either highly successful or a complete failure.

____b) A job where I could never be too successful but neither could I be a complete failure.

Check one:

102 ____a) A job that is changing very little

____b) A job that is changing all the time.

Check one:

103 ____a) An exciting job, but one which might be done away with in a short time.

____b) A less exciting job but one which would certainly exist in the company for a long time.

On this page, we want to know how much of the time you think each of the following statements is true. You have four choices: ALMOST ALWAYS TRUE, OFTEN TRUE, SELDOM TRUE, or NEVER TRUE.

Place ONE check mark opposite EACH STATEMENT.

| | Almost Always True | Often True | Seldom True | Never True |
|---|---|---|---|---|
| 104 In getting a job promotion, some amount of "apple polishing" is necessary . . . . . . . | | | | |
| 105 In order to get elected to public office, a candidate must make promises he doesn't intend to keep . . . . . . . . . . . | | | | |
| 106 Having influence is more important than ability in getting a government job . . . . . . | | | | |
| 107 Success in business and politics is easy without taking advantage of people who are easily fooled . . . . . . . . . . . . . | | | | |
| 108 In order to have a good income, a salesman must use high pressure salesmanship . . . . . . | | | | |
| 109 Those running our government must hush up many things that go on behind the scenes if they want to stay in office . . . . . . . . . | | | | |
| 110 Those elected to public office have to serve special interests (that is, big business or labor) as well as the public's interest . . . | | | | |
| 111 For a strike to be effective, picket-line violence is necessary . . . . . . . . . . . . . | | | | |
| 112 In getting a good paying job, you have to exaggerate your abilities . . . . . . . . . . . | | | | |

Below, please show whether you AGREE, DISAGREE, or are UNCERTAIN about each of the statements by placing a check mark after each one.

Place ONE check mark after EACH statement.

| | | Agree | Uncertain | Disagree |
|---|---|---|---|---|
| 113 | Newspapers and magazines should be allowed to print anything they want except military secrets | | | |
| 114 | Religious beliefs and worship should not be restricted by laws | | | |
| 115 | The government should prohibit some people from making public speeches | | | |
| 116 | In some cases, the police should be allowed to search a person or his home even though they don't have a warrant | | | |
| 117 | Some criminals are so bad that they shouldn't be allowed to have a lawyer | | | |
| 118 | Some religious groups should not be allowed the same freedom as others | | | |
| 119 | If a person is accused of a crime he should always have the right to know who is accusing him | | | |
| 120 | Certain groups should not be allowed to hold public meetings even though they gather peacefully and only make speeches. | | | |
| 121 | Foreigners in this country should always be allowed the same basic freedom that citizens have | | | |
| 122 | Local police may sometimes be right in holding persons in jail without telling them of any formal charges against them | | | |
| 123 | In some criminal cases, a trial by jury is an unnecessary expense and shouldn't be given | | | |
| 124 | In some cases, the government should have the right to take over a person's land or property without going to court | | | |
| 125 | The police or the FBI may sometimes be right in giving a man the "third" degree to make him talk | | | |
| 126 | Persons who refuse to testify against themselves (that is, give evidence that would show that they are guilty of criminal acts) should either be made to talk or severely punished | | | |

We would like you to finish the sentences that are started below.
Just finish the sentence with the first thought that comes into your head.

127 When I'm 30 I expect to be

128 I feel proud that

129 I guess I'm

130 Rich people are

131 What seems to me really unfair is

132 I feel very happy when

133 My mother and I

134 Most people think of me

135 The people who love me don't

136 A real man

137 I'm really very much like

138 Working class people are

139 A real woman

140 School is

Thank you very much
for your help.

# Appendix G

## Form B-3

## YOUTH OPPORTUNITIES PROJECT

The Urban Studies Center
RUTGERS, THE STATE UNIVERSITY

in cooperation with
The [redacted] Board of Education

Project No. 2071 of the
Cooperative Research Program,
U.S. Office of Education

# WHAT YOUTH THINKS OF [redacted], ITS SCHOOLS AND ITSELF

This is not a test. Few of the questions have right or wrong answers. We want your opinion. We want to know how you feel about your city, your school and your future.

Your answers are confidential. This booklet will be collected from you by a member of the University staff. The results will be reported for all students in your grade, so no one student can be identified.

Thank you for your help.

form B-3
June/64

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

name: ____________________

school: ____________________

grade: ______________

course of study: [redacted] ____________________

08 Have you lived with your father (or stepfather)
most of your life? CHECK ONE: Yes ___ No ___

09 Have you lived with your mother (or stepmother)
most of your life? CHECK ONE: Yes ___ No ___

10 In your family, who has earned most of the money to pay
most of the bills during your lifetime, as far as you know?
CHECK ONE: Mother (or stepmother) ___
Father (or stepfather) ___

[redacted]

In the next few questions, we would like to find out if you know something about the political leaders of New Jersey.

WRITE IN THE ANSWER, or PLACE A CHECK MARK, as necessary.

11 What is the name of the Mayor of Newark? ____________________

12 When was he elected to be mayor, what year? ________

13 What is the name of the man who was mayor before the present mayor? ____________________

14 What is the name of the Governor of New Jersey? ____________________

15 When was he elected governor? ________

16 Is he a Democrat or a Republican? ____________________

17 What are the names of the men who are U.S. Senators from New Jersey, and to what political party does each belong?

____________________
name party

____________________
name party

Below are some sentences dealing with your general feelings about yourself.

If you STRONGLY AGREE with the statement, circle SA. If you AGREE, circle A. If you DISAGREE, circle D. If you STRONGLY DISAGREE, circle SD.

| | | Strongly Agree | Agree | Dis-agree | Strongly Disagree |
|---|---|---|---|---|---|
| 18 | It is very important to me to have a lot of friends and social life . . . . . . . . . . | SA | A | D | SD |
| 19 | Adding up my good and bad points, I feel pretty good toward myself . . . . . . . . . . | SA | A | D | SD |
| 20 | There's little use writing to public officials because they often aren't really interested in the problem of the average man . . . . . . . . . . . | SA | A | D | SD |
| 21 | I doubt that I'll make it through high school. . . | SA | A | D | SD |
| 22 | I am able to do most things as well as other people my age . . . . . . . . . . . . . . . | SA | A | D | SD |
| 23 | Nowadays a person has to live pretty much for today and let tomorrow take care of itself . . . . | SA | A | D | SD |
| 24 | On the whole, I am satisfied with myself . . . . . | SA | A | D | SD |
| 25 | There are times when I feel I'm not much good . . | SA | A | D | SD |
| 26 | In spite of what some people say, the lot of the average man is getting worse, not better . . . | SA | A | D | SD |
| 27 | The way I do in school isn't much to be proud of . | SA | A | D | SD |
| 28 | I sometimes feel that adults are against me . . . | SA | A | D | SD |
| 29 | I wish I were someone else . . . . . . . . . . . . . | SA | A | D | SD |
| 30 | It's hardly fair to bring children into the world with the way things look for the future . . | SA | A | D | SD |
| 31 | It disturbs me when someone laughs at me for something I've done wrong . . . . . . . . . . | SA | A | D | SD |
| 32 | It bothers me when someone doesn't like me . . . . | SA | A | D | SD |
| 33 | These days a person doesn't really know whom he can count on . . . . . . . . . . . . . . . . | SA | A | D | SD |
| 34 | I try to do the same kinds of things that most of my friends do . . . . . . . . . . . . . | SA | A | D | SD |
| 35 | When things aren't going well for me, I depend a lot on my friends to give me a lift . . . . . . | SA | A | D | SD |

On this page, please circle the letter in front of the statement which best answers each question.

Place ONE circle after EACH question.

36 How do you rate yourself in school ability as compared with your close friends?

A the best
B above average
C average
D below average
E the poorest

37 How do you rate yourself in school ability compared with those in your home room in school?

A the best
B above average
C average
D below average
E the poorest

38 Where do you think you would rank in your whole grade in your school?

A the best
B above average
C average
D below average
E the poorest

39 Do you think you have the ability to complete college?

A yes, definitely
B yes, probably
C not sure either way
D probably not
E no

40 Where do you think you would rank [illegible] your class in college?

A among the best
B above average
C average
D below average
E among the poorest

41 In order to become a doctor, lawyer or university professor, education beyond four years of college is necessary. How likely do you think it is that you could complete such education?

A very likely
B somewhat likely
C not sure either way
D unlikely
E most unlikely

42 Forget for a moment how other people grade your work. In your opinion, how good do you think your work is?

A my work is excellent
B good
C average
D below average
E much below average

43 What kind of marks do you think you could get if you really wanted to?

A mostly A's
B B's
C C's
D D's
E E's

As you know, people your age often disagree with their parents. We would like to know if you NEVER disagree with them, disagree ONCE IN A WHILE, OFTEN, or ALL THE TIME on any of the following things.

Under the letter that shows how often you disagree (A, B, C, D), check ONE space for EACH of the items listed.

| | | A<br>Never Disagree | B<br>Disagree once in a while | C<br>Disagree often | D<br>Disagree all the time |
|---|---|---|---|---|---|
| 44 | Staying out late at night | | | | |
| 45 | Who I go out with on dates | | | | |
| 46 | How much allowance I get | | | | |
| 47 | The friends I go out with | | | | |
| 48 | What I do in my spare time | | | | |
| 49 | Not trying hard enough at school | | | | |
| 50 | The amount of time I study | | | | |
| 51 | Leaving school | | | | |
| 52 | Obeying them | | | | |
| 53 | Watching television | | | | |
| 54 | Being polite or considerate | | | | |
| 55 | The line of work I want to go into | | | | |
| 56 | Not having a job | | | | |
| 57 | Getting married | | | | |
| 58 | Religion | | | | |
| 59 | How I spend my allowance | | | | |

For each question, CHECK the blank in front of the ONE answer which fits best.

How important are the following things?

60 Passing courses
_____ Very important
_____ Fairly important
_____ Not very important
_____ Not important at all

61 Having teachers think well of me
_____ Not important at all
_____ Not very important
_____ Fairly important
_____ Very important

62 Having a good record when I leave school
_____ Very important
_____ Fairly important
_____ Not very important
_____ Not important at all

63 Being well-liked by most students
_____ Not important at all
_____ Not very important
_____ Fairly important
_____ Very important

64 Getting the most from school
_____ Very important
_____ Fairly important
_____ Not very important
_____ Not important at all

65 Getting along with teachers
_____ Not important at all
_____ Not very important
_____ Fairly important
_____ Very important

66 Going to college
_____ Not important at all
_____ Not very important
_____ Fairly important
_____ Very important

67 Having a well-paying job when I'm an adult
_____ Very important
_____ Fairly important
_____ Not very important
_____ Not important at all

68 Having a steady job when I'm an adult
_____ Not important at all
_____ Not very important
_____ Fairly important
_____ Very important

69 Having a happy and satisfying home life when I am an adult
_____ Very important
_____ Fairly important
_____ Not very important
_____ Not important at all

70 Having my parents think well of me
_____ Not important at all
_____ Not very important
_____ Fairly important
_____ Very important

71 Having a good time
_____ Very important
_____ Fairly important
_____ Not very important
_____ Not important at all

We want to ask you about your plans, if any, for further schooling after high school. Answer each of the four questions below, by checking your answer in the boxes lettered from A to F.

Check ONE answer to EACH question.

| | A<br>Get out soon as possible | B<br>Finish high school | C<br>2 years of college | D<br>4 years of college | E<br>More than 4 years of college | F<br>Don't Know |
|---|---|---|---|---|---|---|
| 72. How far would you like to go? | | | | | | |
| 73. How far to you think you will actually go? | | | | | | |
| 74. How far do your parents want you to go? | | | | | | |
| 75. How far does your best friend plan to go? | | | | | | |

76. What might prevent you from going as far in school as you would like to?

Check ONE MOST important reason ONLY.

_____ I think I will actually go as far as I would like to go.

_____ I will have to get a job and start earning money to help my family.

_____ I will have to get a job to support myself.

_____ Getting married and having children.

_____ My grades are not good enough.

_____ I'm tired of school.

_____ other (please explain)

Opposite each statement you can show whether you DISAGREE STRONGLY or MILDLY, or AGREE MILDLY or STRONGLY, or that you are UNCERTAIN about the statement.

Place ONE check mark opposite EACH statement.

| | Disagree | | Un- | Agree | |
|---|---|---|---|---|---|
| | Strongly | Mildly | certain | Mildly | Strongly |
| 77. Without a union to protect him, the average worker would get pushed around by management. | | | | | |
| 78. Employers should get the main credit for making the U.S. such a rich country. | | | | | |
| 79. Whether you're rich or poor makes a lot of difference in how you're treated by the law. | | | | | |
| 80. When there's a union in the plant, it's harder for the good worker to get ahead on his own. | | | | | |
| 81. Most employers claim they give Negroes an even break, but few of them do. | | | | | |
| 82. Most social welfare agency people don't understand the problems of people like me. | | | | | |
| 83. Unions may have been necessary at one time, but they aren't anymore. | | | | | |
| 84. Employers are really interested in finding jobs for people like me. | | | | | |
| 85. Most policemen around here treat Negroes and whites the same way. | | | | | |
| 86. Some union leaders may be crooked, but most of them work for the benefit of their members. | | | | | |
| 87. In the long run, the average worker will get more if he depends on the boss than if he depends on the union. | | | | | |
| 88. Most politicians really understand the problems of people like me. | | | | | |
| 89. It really doesn't pay to work hard in school considering the kind of job I'm likely to get. | | | | | |
| 90. If I have the choice when I go to work, I would rather not join a trade union. | | | | | |

We would like to know how often you read or glance through a newspaper or magazine, how often you watch television or listen to the radio.

Under each of the letters (A, B, C, D, E) place ONE check mark to show how often you do each of these things.

| | A<br>Almost every day | B<br>About every other day | C<br>Once or twice a week | D<br>Sometimes--but less than once a week | E<br>Never |
|---|---|---|---|---|---|
| 91 Read or glance through a newspaper | | | | | |
| 92 Read or glance through a magazine | | | | | |
| 93 Watch television | | | | | |
| 94 Listen to the radio | | | | | |

Now we want to find out how much of the time you do other things. Opposite each statement show whether you do these things MOST of the time, A LOT of the time, SOME of the time, HARDLY EVER, or NEVER.

Place ONE check mark opposite EACH statement.

| How much of the time are you . . . | Most of the time | A lot of the time | Some of the time | Hardly ever | Never |
|---|---|---|---|---|---|
| 95 Working as hard as you can on school work . . . . . . . . . . . . . . | | | | | |
| 96 Doing as well in school as you can . | | | | | |
| 97 Being polite and well-behaved in school . . . . . . . . . . . . . . | | | | | |
| 98 Interested in your school work . . . | | | | | |
| 99 Being hard and tough . . . . . . . . | | | | | |
| 100 Looking for fun . . . . . . . . . . . . | | | | | |

Now, how much does doing these things help you or hurt you in getting your friends' approval?

Place ONE check mark opposite EACH statement.

| | How much does it help you or hurt you in getting your friends' approval if you are . . . | Helps a Lot | Helps a Little | Doesn't Matter | Hurts a Little | Hurts a Lot |
|---|---|---|---|---|---|---|
| 101 | Working as hard as you can on school work | | | | | |
| 102 | Doing as well in school as you can . . . | | | | | |
| 103 | Being polite and well-behaved in school . . . . . . . . . . . . . . . | | | | | |
| 104 | Interested in your school work . . . . | | | | | |
| 105 | Being hard and tough . . . . . . . . . . | | | | | |
| 106 | Looking for fun . . . . . . . . . . . . | | | | | |

Next, how much do you care about whether your friends approve when you do these things. Opposite each statement show whether you CARE A LOT, CARE A LITTLE, DON'T CARE MUCH, or DON'T CARE AT ALL.

Place ONE check mark opposite EACH statement.

| | How much do you care about your friends' approval when it comes to . . . | Care a Lot | Care a Little | Don't Care Much | Don't Care at all |
|---|---|---|---|---|---|
| 107 | Working as hard as you can on school work | | | | |
| 108 | Doing as well in school as you can. . . . | | | | |
| 109 | Being polite and well-behaved in school. . . . . . . . . . . . . . . . . | | | | |
| 110 | Interested in your school work . . . . . . | | | | |
| 111 | Being hard and tough . . . . . . . . . . . . | | | | |
| 112 | Looking for fun . . . . . . . . . . . . . . | | | | |

Now we want to know how much it helps you or hurts you in getting your TEACHER'S approval to be doing these things. Opposite each statement, show whether it HELPS A LOT, HELPS A LITTLE, DOESN'T MATTER, HURTS A LITTLE, or HURTS A LOT.

Place ONE check mark opposite EACH statement.

| | How much does it help you or hinder you in getting your teacher's approval for you to be . . . | Helps a Lot | Helps a Little | Doesn't Matter | Hurts a Little | Hurts a Lot |
|---|---|---|---|---|---|---|
| 113 | Working as hard as you can on school work | | | | | |
| 114 | Doing as well in school as you can . . . | | | | | |
| 115 | Being polite and well-behaved in school . . . . . . . . . . . . . . . . | | | | | |
| 116 | Interested in your school work . . . . | | | | | |
| 117 | Being hard and tough . . . . . . . . . . . | | | | | |
| 118 | Looking for fun . . . . . . . . . . . . . | | | | | |

Finally, we want to know how much you care whether your teacher approves when you do these things.

Place ONE check mark opposite EACH statement.

| | How much do you care about your teacher's approval when it comes to . . . | Care a Lot | Care a Little | Don't Care Much | Don't Care at all |
|---|---|---|---|---|---|
| 119 | Working as hard as you can on school work | | | | |
| 120 | Doing as well in school as you can . . . | | | | |
| 121 | Being polite and well-behaved in school . . . . . . . . . . . . . . . . | | | | |
| 122 | Interested in your school work . . . . . | | | | |
| 123 | Being hard and tough . . . . . . . . . . | | | | |
| 124 | Looking for fun . . . . . . . . . . . . . . | | | | |

We would like you to finish the sentences that are started below. Just finish the sentence with the first thought that comes into your head.

125 When I'm 30 I expect to be

126 I feel proud that

127 I guess I'm

128 Rich people are

129 What seems to me really unfair is

130 I feel very happy when

131 My mother and I

132 Most people think of me

133 The people who love me don't

134 A real man

135 I'm really very much like

136 Working class people are

137 A real woman

138 School is

Thank you very much
for your help.

# Appendix H

## Teacher Interview Guide

The Urban Studies Center
RUTGERS-THE STATE UNIVERSITY

in cooperation with
The Board of Education

Project No. 2071 of the
Cooperative Research Program,
U.S. Office of Education

## THE ELEMENTS OF GOOD TEACHING

As you probably know, staff members of the Urban Studies Center have been exploring the factors related to school achievement among children who attend school in the District.

We feel sure you would agree that good teaching is an important element in school achievement. The problem is to discover what is good teaching. We ask your help, as we have asked the help of others in the school system, to explore this problem.

This information is not a test. We want to know how you feel about various aspects of the teaching process. There are no right or wrong answers; only opinions based on your experience.

All answers are confidential. Results will be reported in such a way that no individual will be identified. The materials will be handled only by Urban Studies Center staff.

We need your help in learning about this problem, and sincerely hope you will give us your fullest cooperation.

Thank you.

March, 1965

## PART I

1. Interview No. ____ 2. Date of Birth ________ ______
month year

3. Sex: Male ___ Female ___ 4. School where employed ______________

5. What subject(s) do you teach and at what grade levels?

________________________________________

________________________________________

6. College Degree: ____ From: ______________________
name of college

Major: ________

Minor: ________

Year of Degree: ________

7. Advanced Degree(s): ________

School : ______________________

Department: ______________________ Year of Degree: ____

8. Occupational Experience:

Please list the positions you have held, working back from your present one, and the approximate length of time you held each.

| | Position (Include grade taught, if teacher | School or Other Employer | Duration of Position |
|---|---|---|---|
| a. | | | |
| b. | | | |
| c. | | | |
| d. | | | |
| e. | | | |
| f. | | | |
| g. | | | |
| h. | | | |

9. Because neighborhoods differ in their populations, it is possible to teach in schools that serve fairly specific kinds of students.

Have you ever taught any different kinds of students (in terms of interests, motivation, ability, background, age levels, etc.) than you are now teaching?

_____ NO: How long have you been teaching your present kind of students?

__________

__________

_____ YES: Please describe the differences, with a few words; and please indicate how long you have been teaching your present kind of student

____________________________________________

____________________________________________

____________________________________________

____________________________________________

10. Would you prefer to teach any different kinds (including ages) than you are now teaching?

_____ NO: Why not? ____________________________________________

____________________________________________

____________________________________________

____________________________________________

_____ YES: What kinds? ____________________________________________

____________________________________________

____________________________________________

____________________________________________

11. Please rank the following positions in the order in which you would like to occupy them.

| Position | Rank |
|---|---|
| Guidance counselor | ____ |
| Teacher in a different school | ____ |
| Principal | ____ |
| Vice Principal | ____ |
| Non-teaching specialist in a subject matter--chemist, psychologist, etc. | ____ |
| Something else (specify) | ____ |

## PART II

In Part II, we try to get a picture of your usual activities, of how you feel about them, and of your professional views and philosophy

1. What a teacher actually does both in and out of the classroom is conditioned by a great number of things--the size of the class, the subject matter, kind of students, administrative rules and policies, and so on. What the teacher actually does, in other words, need have no relation to his or her ideas, philosophy or preference.

What we'd like to learn here is what, in view of all the realities and pressures of your circumstances, you actually spend your time doing, so far as your teaching role is concerned.

To help us get a picture of this, we list on the following page several activities that teachers have told us they engage in. We realize no one can give an actual "percentage of time spent" on various activities. So we ask you simply to indicate by an "X" in the appropriate column, whether on the average day in actual fact, and regardless of the reasons you spend "Very Much" time on each activity, "Rather Much"; "Rather Little"; or "Very Little."

At the end of the list are several blank spaces in which you can write other activities you would like to call to our attention.

Place an "X" in the appropriate column to indicate how much time you spend on each activity on the average day.

| | Very Much Time | Rather Much Time | Rather Little Time | Very Little Time |
|---|---|---|---|---|
| a. Explaining subject matter | | | | |
| b. Asking questions on assigned work | | | | |
| c. Giving individual (or small group) special assistance | | | | |
| d. Planning next day's work | | | | |
| e. Grading papers | | | | |
| f. Making up quizzes | | | | |
| g. Maintaining order | | | | |
| h. Doing clerical details | | | | |
| i. Supervising seat work | | | | |
| j. Answering student-initiated questions | | | | |
| k. Dealing with students' personal or interpersonal problems | | | | |
| l. Advising on student extra-curricular activities | | | | |
| m. Comparing ideas with other teachers on particular students | | | | |
| n. Comparing ideas with other teachers on educational matters | | | | |
| o. Dealing with the administration | | | | |
| p. Dealing with guidance counselors, psychologists or social workers | | | | |
| q. Teaching respect for certain values | | | | |
| r. Helping students with their manners | | | | |
| s. Trying to motivate students | | | | |
| t. Letting students learn on their own | | | | |
| u. | | | | |
| v. | | | | |

2. Now we would like to get a picture of how you feel about the amount of time you spend on each of those activities, given the students you actually have.

Please place an "X" in the appropriate column to indicate whether you think you spend "Much too Much"; "Too Much"; "Too Little"; "Much too Little"; or "Just About Right" amount of time.

| | Much too Much | Too Much | Just About Right | Too Little | Much too Little |
|---|---|---|---|---|---|
| a. Explaining subject matter | | | | | |
| b. Asking questions on assigned work | | | | | |
| c. Giving individual (or small group) special assistance | | | | | |
| d. Planning next day's work | | | | | |
| e. Grading papers | | | | | |
| f. Making up quizzes | | | | | |
| g. Maintaining order | | | | | |
| h. Doing clerical details | | | | | |
| i. Supervising seat work | | | | | |
| j. Answering student-initiated questions | | | | | |
| k. Dealing with students' personal or interpersonal problems | | | | | |
| l. Advising on student extra-curricular activities | | | | | |
| m. Comparing ideas with other teachers on particular students | | | | | |
| n. Comparing ideas with other teachers on educational matters | | | | | |
| o. Dealing with the administration | | | | | |
| p. Dealing with guidance counselors, psychologists or social workers | | | | | |
| q. Teaching respect for certain values | | | | | |
| r. Helping students with their manners | | | | | |
| s. Trying to motivate students | | | | | |
| t. Letting students learn on their own | | | | | |
| u. | | | | | |
| v. | | | | | |

3. All of us have different things we want in a job. The following are a number of things that you might be faced with in considering a job. Please "X" one choice in each of the following pairs.

The kind of job I would like would be:

a. Check one:

____(1) A job where I am almost always on my own

____(2) A job where there is nearly always someone around to help me on problems that I don't know how to handle

b. Check one:

____(1) A job where I have to make many decisions by myself

____(2) A job where I have to make few decisions by myself

c. Check one:

____(1) A job where my instructions are detailed and specific

____(2) A job where my instructions are very general

d. Check one:

____(1) A job where I am almost always certain I am able to do well

____(2) A job where I am usually pressed to the limit of my abilities

e. Check one:

____(1) A job where I have the final say on my work

____(2) A job where there is nearly always a person who will catch my mistakes

f. Check one:

____(1) A job where I could be either highly successful or a complete failure

____(2) A job where I could never be too successful but neither could I be a complete failure

g. Check one:

____(1) A job that is changing very little

____(2) A job that is always changing

h. Check one:

____(1) An exciting job but one which might be done away with in a short time

____(2) A less exciting job but one which would undoubtedly exist in the company for a long time

4. Below are brief descriptions of three philosophies of education. They are put together from things some teachers have said in describing their own philosophy. Each is an entirely respectable position. After you have read the three points of view, please answer the questions that follow them.

## Philosophy #1

In this view, the major function of the school for the larger society is to be a kind of sifting ground for each new generation. The school, from this point of view, should expose all children to a given set of tasks and provide them all with the same learning opportunities. The school then should separate them into those who can and those who cannot, in varying degrees, take advantage of those opportunities and master those tasks. The teacher's professional responsibility, then, should be to certify to the public, as it were, that "these" students have successfully mastered "these" subjects; and "those" students have not. From this viewpoint, it should not be the teacher's responsibility to "take care of children"; that is the responsibility of other professionals and other agencies—mental health clinics, churches, and so on. The teacher's responsibility should be to instruct and to grade.

## Philosophy #2

In this view, the major function of the school is to help children to grow into intellectually and emotionally mature adults. The school should not be a "sifting ground," but a "nurturing ground." It shouldn't expose all children to a given set of challenges and opportunities. It should tailor challenges and opportunities to each child's needs. It shouldn't separate children into those who can and those who cannot take advantage of the opportunities and meet the challenges; it should separate challenges and opportunities into those that are and those that are not suitable for each child. The teacher's professional responsibility is to note carefully each child's special needs, and either to meet those needs or to refer the child where they can be met. The teacher's primary responsibility is not to "instruct" and to "grade". It is to "help" and to "encourage."

### Philosophy #3

This is a pragmatic philosophy. It says that the function of the school is determined by political and social pressures; and that in the large city of the 1960's, the school function, like it or not, is a very special one. It is to keep children off the streets; to keep them from flooding the job market; and to preserve as much quiet and order as possible. No one can take the function of "educating" the children seriously; the public simply isn't interested enough in that function to support it. If the teacher gets through the week without a major crisis and tries to cover the subject matter, he or she has, given the realities, done as much as can be expected.

Now, the questions about these philosophies.

a. Which philosophy comes closest to your own? (check one)

____ #1 ____ #2 ____ #3

b. Which one is farthest from being your own? (check one)

____ #1 ____ #2 ____ #3

c. How about the administrator of your school?
Which one of the three do you think comes closest
to being your principal's philosophy?

____ #1 ____ #2 ____ #3

How sure do you feel about that?

____ Very sure ____ Fairly sure ____ Not at all sure

d. In view of all the realities and pressures of your teaching situation, which philosophy comes closest to being the one that actually governs your present situation?

____ #1 ____ #2 ____ #3

5. Below are brief descriptions of four teaching styles.

After you have read all of them, please answer the questions that follow them, on page 11.

### Style #1

In this style, the teacher communicates to each student a personal interest and care. The teacher feels and shows sorrow when a pupil errs; and feels and shows elation when a pupil succeeds. The teacher is concerned with all aspects of each student's life and personality, and feels and shows a deep personal interest in each student.

### Style #2

In this style, the teacher communicates to students that there is only one dimension of the student-teacher relationship that matters—the student's mastery of the subject matter. The teacher here purposely does not "care" deeply about all aspects of the child's life and personality. What the teacher cares about is the student's learning the subject. And that is all. This teacher treats all students with respect, but makes it clear that the student-teacher relationship is a business-like one--brisk, efficient, and limited to the point.

### Style #3

In this style, the teacher's primary concern is with the general character development of the student--his decency, manners, civility, self-control, and so on. The teacher expects that some students will master the subject matter better than others, and grades accordingly. But the teacher's main emphasis is on the student's general deportment and on his learning and playing by the "rules of the game."

### Style #4

This is the wholly "permissive" style. Insofar as time and class size permit, the teacher encourages each child to express his own bents and interests—to do what he wants to do, when he wants to do it, the way he wants to do it. There are no "rules of the game" in this style, except the rule of spontaneity and live and let live.

Now, the questions about these styles.

Please place an "X" in the column of teaching styles that most satisfactorily completes each of the following sentences:

| | Style #1 | Style #2 | Style #3 | Style #4 | None of Them | Undecided |
|---|---|---|---|---|---|---|
| a. The style that comes closest to the one I mostly use with my present students is............ | | | | | | |
| b. The style that comes closest to the one I additionally use is.. | | | | | | |
| c. The style most remote from the one I currently use is............ | | | | | | |
| d. Ideally, I'd like to have students who respond best to............... | | | | | | |
| e. I wish the students I now teach were less in need of............. | | | | | | |
| f. I wish I were a little better at using......................... | | | | | | |
| g. The one my principal probably approves of most is............... | | | | | | |

6. Please complete each of the following sentences in a few words:

a. The kind of student I like most is________________________________________

______________________________________________________________

b. The kind of student I find the most difficult to like is______________

______________________________________________________________

c. The kind of student I feel sorriest for is______________________________

______________________________________________________________

d. The kind of student I feel most competent to deal with is______________

______________________________________________________________

e. The kind of student I feel least competent to deal with is______________

______________________________________________________________

7. As you know, teachers themselves are the subject of much of the current public discussion about education. We list below some of the assertions that have been made in the last months.

Please indicate with an "X" in the appropriate column, the extent of your agreement or disagreement with each statement:

| | Agree Strongly | Agree Mildly | Uncertain | Disagree Mildly | Disagree Strongly |
|---|---|---|---|---|---|
| a. Teachers are seriously underpaid | | | | | |
| b. Most teachers are mis-educated for their jobs | | | | | |
| c. Present state certification requirements are inefficient | | | | | |
| d. Teachers across the nation should follow the lead of the New York Teachers' Union | | | | | |
| e. Teachers are being asked to do an impossible job with their present resources | | | | | |
| f. Many teachers become cymical about their profession within a few years | | | | | |
| g. Most women who enter teaching do so only as a stop-gap until marriage | | | | | |
| h. Most ambitious men teachers aim toward administrative posts | | | | | |
| i. Many required education courses are a joke | | | | | |
| j. Most teachers are genuinely dedicated to teaching | | | | | |
| k. Higher salaries would attract more able people to teaching | | | | | |
| l. By and large, teachers are doing the best possible job under the circumstances | | | | | |
| m. There is nothing wrong with American education that more money can't cure | | | | | |
| n. The schools are being blamed for things that the whole society is responsible for | | | | | |
| o. Admiral Rickover's recommendations for education are sound | | | | | |
| p. A big obstacle to educational improvement is the conservatism of boards of education | | | | | |

Continue to place an "X" in the appropriate column to indicate the extent of your agreement or disagreement with each statement.

| | Agree Strongly | Agree Mildly | Uncertain | Disagree Mildly | Disagree Strongly |
|---|---|---|---|---|---|
| q. Boards of education are the major force for education improvement these days................ | | | | | |
| r. There should be federal aid to education on a large scale....... | | | | | |
| s. Laymen should not interfere with professional educators........... | | | | | |
| t. Education is too important to be left to the educators............ | | | | | |
| u. Koerner's arguments in his Miseducation of American Teachers are sound....................... | | | | | |
| v. I am more cynical now than I was when I first decided to be a teacher........................ | | | | | |
| w. Teaching is more rewarding than I thought it would be when I first decided to be a teacher.... | | | | | |
| x. Teachers are not free enough to plan and carry out their own work......................... | | | | | |
| y. Unions are not an appropriate form of organization for teachers......................... | | | | | |
| z. "Merit pay" principles should be introduced.................. | | | | | |

8. Many teachers have indicated that they are conscious of certain lacks in their training, in the sense that they now wish they "knew more" about something, or had various skills they now feel they do not have.

We list below several kinds of training or advanced education, and ask you to tell us, with an "X" in the appropriate column, to what extent you think you could profit, as a teacher in your present situation, from each kind. Please assume in each case that the training is really competent.

Blank spaces have been left at the end for any additions you care to make.

| | MORE REALLY GOOD TRAINING IN THIS AREA WOULD HELP ME IN MY PRESENT ACTIVITIES: | | | | |
|---|---|---|---|---|---|
| | Very Much | Fairly Much | A Little | Hardly At All | Undecided |
| a. More training in the subject matter I teach | | | | | |
| b. Child psychology | | | | | |
| c. Adolescent psychology | | | | | |
| d. Psychology of learning | | | | | |
| e. The sociology and social psychology of my students' class and culture | | | | | |
| f. The organization and operation of social service and welfare agencies in the city | | | | | |
| g. The political climate of the city | | | | | |
| h. The use of programmed instruction and "teaching machines" | | | | | |
| i. The use of audio-visual aids | | | | | |
| j. Role playing techniques | | | | | |
| k. The Momtessori method | | | | | |
| l. Classroom techniques | | | | | |
| m. | | | | | |
| n. | | | | | |
| o. | | | | | |

9. **Do you think that the courses now available to you in the regular curricula of the state colleges and the Rutgers Graduate School of Education could meet the needs you presently feel?**

_____ **Yes, entirely**

_____ **Yes, for the most part**

_____ **Yes, to a limited extent**

_____ **No**

_____ **I don't feel informed enough to answer**

10. **Are you now enrolled in any course or courses?**

_____ **Yes: What is it (or what are they)?**

____________________________________________

____________________________________________

_____ **No : What was the most recent course you took, and when did you take it?**

____________________________________ _____________
**course** **date**

Imeg.

11. In current public and academic discussions, the concepts of "intelligence," "ambition," and "motivation" are receiving considerable attention. From such discussions we have put together the following list of statements.

On the basis of YOUR experience, please tell us whether you think each statement is "Very probably true," "Possibly true," "Rather doubtful," or "Very probably false."

PLEASE NOTE: We are not asking you what you think the "experts" are saying; rather, what your own experience seems to indicate.

| | Very Probably True | Possibly True | Rather Doubtful | Very Probably False |
|---|---|---|---|---|
| a. Intelligence is determined by biological heredity...................... | | | | |
| b. Intelligence is relatively fixed by the biology of race................. | | | | |
| c. Intelligence is the result of experience.............................. | | | | |
| d. I.Q.'s of children can be raised significantly with appropriate technique..... | | | | |
| e. Intelligence tests measure whether children have learned certain things; they don't measure learning in general....... | | | | |
| f. Intelligence tests measure people's ability to learn...................... | | | | |
| g. Intelligence test scores are good predictors of school grades............ | | | | |
| h. Intelligence tests measure the ability of students to get good grades.......... | | | | |
| i. If through some clerical mistake, a teacher was told that a certain group of students had high I.Q.'s whereas in fact they had low I.Q.'s, the teacher would treat the students in such a way that they would learn very well... | | | | |
| j. There is always some way of motivating students to try hard.................... | | | | |
| k. Some children cannot be motivated to try hard to learn unless they are removed from their present environment.......... | | | | |
| l. Ambition cannot be taught............... | | | | |

WRITE IN A NUMBER THAT WILL MAKE THE FOLLOWING STATEMENT "VERY PROBABLY TRUE"

m. Once people are past ___ years of age, their ability to learn can be improved very little, if at all

12. Many ways have been suggested for improving students' motivation and performance. We list several of them below.

Please indicate with an "X" in the appropriate column whether you think each method would "Help a lot with your students," "Help a little," "Make no difference," or "Do more harm than good."

| | Would help a lot | Would help a Little | Would make no Difference | Would do more harm than good |
|---|---|---|---|---|
| a. Individual psychotherapy................ | | | | |
| b. Group therapy......................... | | | | |
| c. Lower student-teacher ratio............ | | | | |
| d. More contact with guidance counselors.. | | | | |
| e. After-school homework supervision...... | | | | |
| f. Special tutoring....................... | | | | |
| g. Role-playing techniques................ | | | | |
| h. Different text books................... | | | | |
| i. Homogeneous groupings.................. | | | | |
| j. Rewards for effort..................... | | | | |
| k. Closer parent-teacher contact.......... | | | | |
| l. Audio-visual aids...................... | | | | |
| m. Religious counseling................... | | | | |
| n. Stricter discipline.................... | | | | |
| o. Promise of jobs........................ | | | | |
| p. Work-study program..................... | | | | |
| q. More permissiveness.................... | | | | |
| r. Greater respect for students' ethnic or class culture...................... | | | | |
| s. "Horizon-expanding" trips, etc......... | | | | |
| t. Remedial reading....................... | | | | |
| u. | | | | |
| v. | | | | |

13. Please list below any professional organizations to which you now belong, or to which you belonged within the past five years. If you were an officer in any of these, please indicate the position(s) you held.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

14. Please list below any journals concerning the field of education to which you subscribe, or which you read regularly.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

15. Please list below any other organizations, social, religious, and so on to which you now belong, or to which you belonged within the past five years. If you were an officer in any of these, please indicate the position(s) you held.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

Any comments?

# Appendix J

## Student Interview Guide

Youth Opportunities Project
URBAN STUDIES CENTER
Rutgers-The State University
New Brunswick, N. J.

# STUDENT INTERVIEW GUIDE

Project #2071 of the
Cooperative Research Program,
U. S. Office of Education

January 1964

## *THE DAILY ROUND

I'd like to get an idea of what you did your last school day, the most recent day you went to school...

What day did you last go to school?

____________________________

FOR ALL RESPONDENTS, FOR MOST RECENT SCHOOL DAY

About what time did you get up on...? (day)

Did you have breakfast...morning?

A-IF NO:
Do you usually go without breakfast?

1-IF YES:
Why is that?

2-IF NO:
How come you didn't have breakfast?

B-IF YES:
What did you have for breakfast?

Who did you have breakfast with?

#I'm interested in other things you might have done in school during the day. For example:

Did you do any work for the Service Club?

IF YES: What did you do; how do you feel about doing...?

---

**LEGEND:**

*Questions which refer to students' activities during normal school day were modified slightly for those students who were interviewed during the summer.

#Asked only of students in Grades 10 and 12.

##Question not asked of Grade 6 students.

+Question asked only of students in Grades 6 and 8.

#Did you have any trouble with any of the kids or the teachers?

IF YES: What was it about; what happened; tell me about it?

#What stood out most for you in school on...day? Why that?

#When school is over for the day, are you glad it's over, are you sorry, or doesn't it make much difference?

About what time did you eat supper?

Who did you eat with; who was at supper with you?

Did anyone say grace at supper? IF YES: Who?

What is supper time like at your house; is it hectic or relaxed, or what?

About what time did you go to bed...night?

Would you say your mother is very strict, a little strict, or not strict at all about the time you go to bed during the school week?

Do your folks have anything to say about what television programs you watch, or how long you watch?

Are there any magazines you read regularly: Which ones?

When was the last time you brought home a report card?

Who looked at it?

What did (he, she, they) have to say about it?

Who signed the report card?

About how much time do you spend on your homework on an average night?

Where do you do your homework, in what room?

If you really wanted help with your homework, who would you go to?

Do you feel you get the grades you are entitled to?

##There are usually a lot of activities around a school that don't have to do with classes and studying.

##Tell me, do you belong to any of the clubs or activity groups here?

IF YES:
Which ones do you belong to?

How do you feel about the faculty advisors you have had? Give examples.

##Do you think it's an important part of school to belong to clubs?

##Do teachers act differently to students who belong to clubs as compared to those who don't?

IF YES:
In what ways? How do you feel about that?

Let's shift from talking about the students and talk a little about the teachers.

How do you feel about the teachers here?

If you had to grade this school like you get graded on your report card, with an "A" for Excellent, a "B" for Very good, and a "C" and "D" on to "F" for Failing, how would you grade this school?

Would you say that on the whole your folks think this is a very good school, an average school, or a poor school?

#Do you think the students have too much to say, about enough to say, or not enough to say about making the rules here?

#Around here, how common or rare is it for young people to quit school before finishing high school -- would you say--

--it is usual
--about three quarters
--half
--a quarter
--rare

#How common is it for young people around here to go to college?

Does anyone in your family belong to the PTA at your school?

IF YES:
Who belongs?

Do your folks think it's important for you to finish high school?

Now, I'd like to ask you a few questions about the people you live with:

1. I'd like the names of the people who live in your house, and how they are related to you. Let's begin with you.
2. FOR EACH: How old is...?
3. How far has he gone in school?
   did he go
4. IF NOT IN SCHOOL: What is he(she) doing now?
5. IF AT WORK OR UNEMPLOYED: What kind of work does he(she) usually do?

Do you have any brothers or sisters who don't live at home with you?

1. A. IF BROTHERS: First, I'd like to have the names of your brother(s) who don't live at home.
   B. IF SISTERS: Now, I'd like to have the names of your sister(s) who don't live at home.
2. FOR EACH: How old is...?
3. How far has he(she) gone in school?
   did he(she) go
4. IF NOT IN SCHOOL: What is he(she) doing now?
5. Where does he(she) live?
6. IF AT WORK OR UNEMPLOYED: What kind of work does he(she) usually do?

IF MOTHER NOT MENTIONED IN THE HOME

You didn't mention your mother among the people living with you. Is she living somewhere else?

A- IF MOTHER DECEASED OR ELSEWHERE
How many years ago did your mother die/leave?

B- IF MOTHER LIVING ELSEWHERE
Where does your mother live now?

Why is she living there?

How far did your mother go in school?

What kind of work did/does your mother usually do?

IF FATHER NOT MENTIONED IN THE HOME

You didn't mention your father among the people living with you. Is your father living somewhere else?

A- IF FATHER DECEASED/ELSEWHERE
How many years ago did your father die/leave?

B- IF FATHER LIVING ELSEWHERE?
Where is your father living now?

Why is he living there?

How far did your father go in school?

What kind of work did/does your father usually do?

Now that I know something about where you and your family live, I'd like to find out something about how you all get along.

/The following questions concerning mothers and fathers were asked about the student's mother (or a mother substitute) or father (or father substitute) with whom they were living./

Tell me about your mother. What is she like?

What would you say you like most about your mother?

What would you say you like least about your mother?

All things considered, how would you say you get along with your mother, would you say you get along Very well, Well Enough, About Average, Badly, or Very Badly?

Now, let's talk a bit about your father. What is he like?

What would you say you like most about your father?

What would you say you like least about your father?

All things considered, how would you say you get along with your father, would you say you get along Very Well, Well Enough, About Average, Badly, or Very Badly?

Now, I'd like to ask you about your friends and your activities.

Do you have someone you consider a really close friend?

IF YES:
Tell me something about...(him/her). What do you especially like about...?

What kinds of things do you do together?

What do you...(folks/mother/father) think about...(him/her)?

Can you think of a particular time when some of your friends got into serious trouble in school? Tell me what happened.

Can you think of a particular time some of your friends got into trouble outside of school? What was that about?

##About how many nights during the week do you actually go out with friends?
Do your friends come over to your house much?

A- IF NO:
Is there any special reason why not?

B- IF YES:
What do you usually do when they come over?

How do your folks feel about them coming over, do they encourage it, or discourage it, or what?

#How old were you when you first started dating?

Would you say that you have a steady girl/boy friend now, or are you playing the field?

What would you say you like most about your...(boy/girl) friend?

Do your folks know you're going steady?

How do they feel about your going steady?

# SUMMARY SHEET

Name of Respondent____________________Sex_______

Address of Respondent___________________________

School Attended_______________________Grade_____

Place of interview #1____________________________________

Place of interview #2____________________________________

Date of interview #1_____________________________________

Date of interview #2_____________________________________

Time (to nearest ¼ hour) TOTAL

a. travel _____ _____ _____

b. waiting _____ _____ _____

c. interviewing from:_____to:_____ _____

from:_____to:_____ _____

d. editing _____ _____

Cooperation of Respondent____________________________________

Name of Interviewer:_________________________________________

Date submitted to Field Office______________________

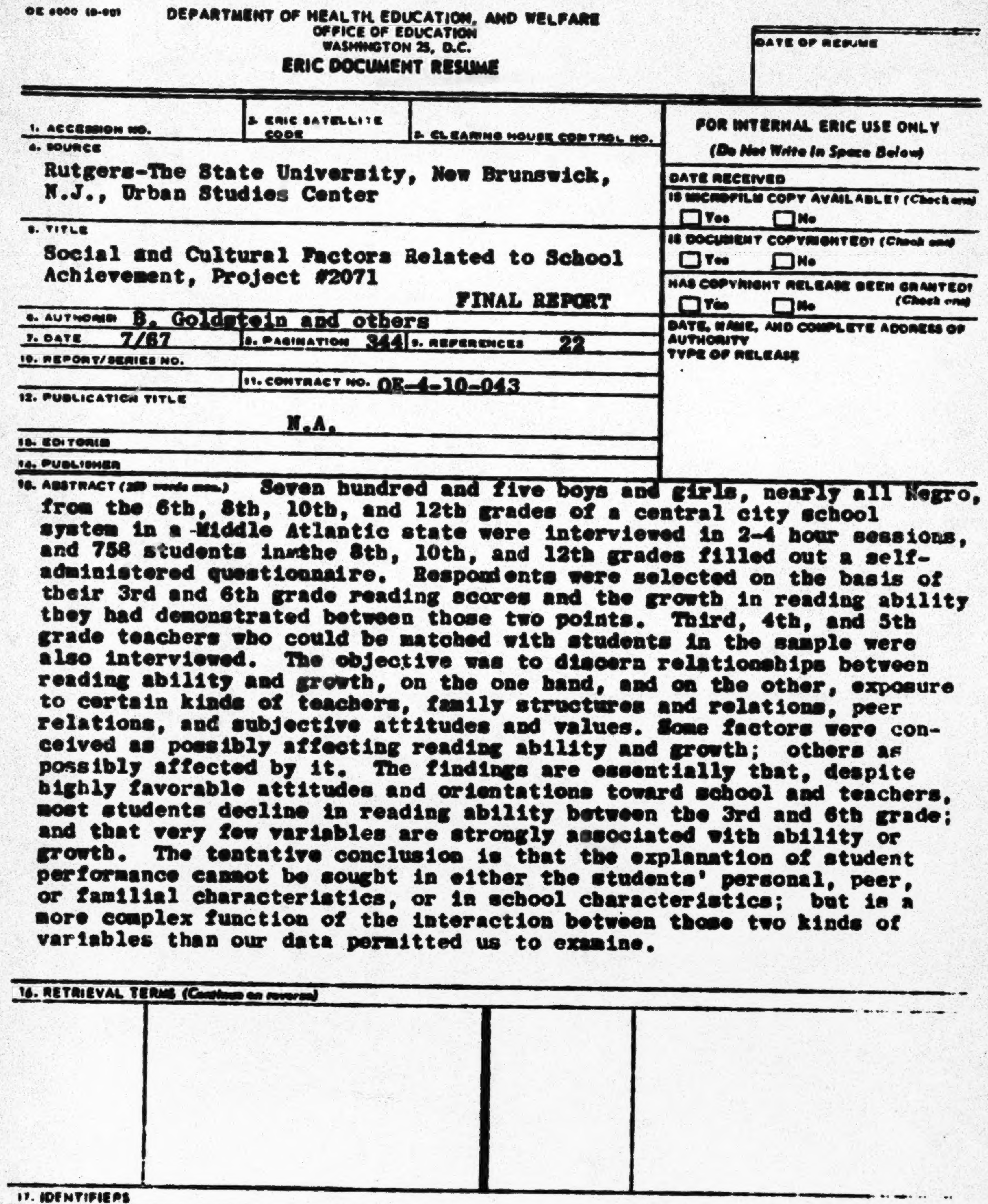
Interview received by_______________________________

Reviewer and date___________________________________

Name of coder:______________________________________________

Interviewer's Comments and Remarks: USE BACK OF PAGE
Description of interview setting; drama of interview; explanatory notes; problems and difficulties.

ERIC Resume



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15. ABSTRACT (250 words max.) Seven hundred and five boys and girls, nearly all Negro, from the 6th, 8th, 10th, and 12th grades of a central city school system in a Middle Atlantic state were interviewed in 2-4 hour sessions, and 758 students in the 8th, 10th, and 12th grades filled out a self-administered questionnaire. Respondents were selected on the basis of their 3rd and 6th grade reading scores and the growth in reading ability they had demonstrated between those two points. Third, 4th, and 5th grade teachers who could be matched with students in the sample were also interviewed. The objective was to discern relationships between reading ability and growth, on the one hand, and on the other, exposure to certain kinds of teachers, family structures and relations, peer relations, and subjective attitudes and values. Some factors were conceived as possibly affecting reading ability and growth; others as possibly affected by it. The findings are essentially that, despite highly favorable attitudes and orientations toward school and teachers, most students decline in reading ability between the 3rd and 6th grade; and that very few variables are strongly associated with ability or growth. The tentative conclusion is that the explanation of student performance cannot be sought in either the students' personal, peer, or familial characteristics, or in school characteristics; but is a more complex function of the interaction between those two kinds of variables than our data permitted us to examine.

16. RETRIEVAL TERMS *(Continue on reverse)*

17. IDENTIFIERS

Figure 3. ERIC Document Resume